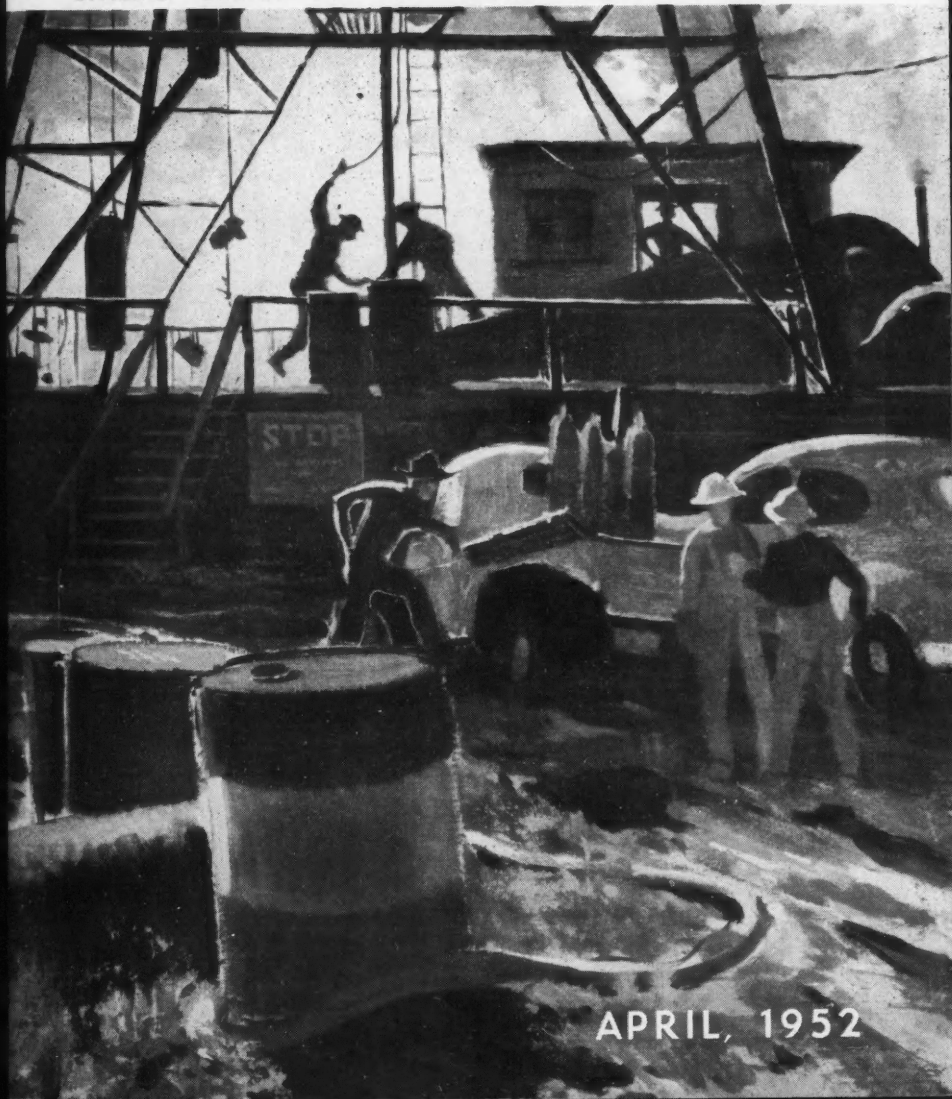
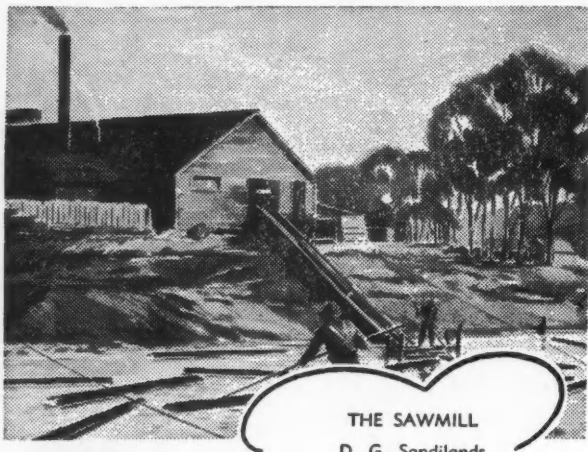


THE A T A MAGAZINE

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION



APRIL, 1952



THE SAWMILL

D. G. Sandilands

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BEST
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IS
Alberta's
FUTURE**

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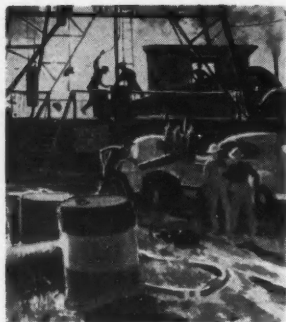
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MONTREAL**

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THE A T A MAGAZINE



ERIC C. ANSLEY, Managing Editor

Barnett House, 9929 - 103 Street, Edmonton, Alberta

VOLUME 32

APRIL, 1952

NUMBER 8

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Affiliated with the Canadian Teachers'
Federation

PUBLISHED ON THE 15th OF
EACH MONTH
except July and August

Subscriptions per annum:

Members \$1.50

Non-members \$2.00

Single Copy, 25c

Authorized as second-class mail.



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LETTERS TO TEACHERS

December 17, 1951

Dear Teacher,

I am taking this opportunity to write to thank you for the trouble I've caused you and for being the kind of person you are.

It's very seldom you find a person without racial prejudices, such as you are, and who gives every one equal opportunities and rights. Whenever I asked or needed help you obliged me, even though you were so busy. I don't know what more anyone could ask from a principal or a citizen. I think you do more for the town than any dozen other people.

I'm just trying to express how much I admire you and how pleased I am to be able to know a person such as you. I guess I should have written sooner but I couldn't find the right words and the opportunity.

By the way, I owe you an apology for not seeing you to write exams before I left. But you know how a person feels when his emotions are mixed. Now I'm sorry I didn't see you and write the exams you wanted me to.

Well, I hope you will accept my apology.

Your friend.

Editor's Note: The above letter was written by a student, born in another country, who attended a high school in Alberta. It speaks for itself.

Have you ever received a letter of appreciation of your work as a teacher from a pupil, a mother, a father, or a trustee? Many of our best teachers have never had a single written "thank you" from anyone.

One outstanding principal and teacher told me, just before he retired, that he had received one "nice" letter from his school board after 30 years of service. He added that perhaps he should be thankful that he had received none of the other kind either. He told how he enjoyed having his old pupils call on him when they returned to their homes after long absences. Others had written to him from

far-away places, scores of mothers and fathers had thanked him for what he had done for their children, generally, when he just happened to meet them. But only a few had ever taken the time and trouble to write. He finished by saying, in rather a puzzled way, that, with one exception, no trustees, either personally or officially, had said "thank you" in 30 years.

How Many "Thank You" Letters Have You Had?

Take a moment to count the letters of thanks you have received from your school board. Most teachers don't get any. From grateful mothers and fathers? It is not likely that the average teacher gets more than one a year. From ex-pupils? Several, carefully read and highly prized. These letters may be from pupils who did not do well in school, from high school graduates, from university graduates, from the successful, from the failures. Every letter has one thing in common and that is, a recognition and appreciation of good teaching and personal interest by the teacher in the welfare of his pupils.

Teachers Can Use "Thank You's" Too

Next to professional salaries and adequate pensions, teachers want recognition and appreciation of their work. Perhaps, teachers should do something themselves. How many teachers ever think of thanking their principals and other colleagues at the end of the year? How many principals thank their teachers? Do school boards make a practice of thanking their principals, teachers, officials, and other employees for their services. June 30 will soon be here again when all teachers will finish this year's work. Some teachers will be closing their desks for the last time. This year, over twenty teachers in Alberta will be retiring, some, whose influence has not extended beyond their local communities, and some who have left their mark on education in Alberta. Surely the local associations of the ATA can give all teachers, who are retiring, some token of recognition and esteem. Perhaps the school boards might be persuaded to join in expressing appreciation on behalf of the community to these retiring teachers who have devoted their lives to the task of education.

Will You Have Time on Your Hands?

You and 65

F. A. RUDD

SOMEDAY your life vocation will come to an end. To most of us society now demands that we retire at 65. To many our life work can end at 60. This CAN happen to YOU. Age is no respecter of persons. Accident or misfortune can even shorten the period or lessen the ability which we can devote to our chosen field.

How old and how able will YOU be when that day comes in YOUR life? What preparation have YOU made? Are you one of the many who neglect to plan for ALL of life or are you one who prepares beforehand for the bends in the road ahead? What can you do about it? What will YOU do with time on your hands?

How best to use leisure time is a problem of increasing importance in this modern scientific age. There is a solution. There is one for your circumstances if you would seek it in time.

Most vocations in life allow leisure time which we, in part at least, can use to develop outside interests. Often such an interest nurtured over the years grows in stature to occupy a place second only to your full-time occupation. The sincerity and persistence with which your "side line" is pursued will determine in large measure the value it will have for you as a substitute vocation.

Almost every vocation has a related interest. Occupations are interdependent. Think of your vocation. How many people are indirectly concerned in the occupation you follow? How often have you felt a keen interest in something related to your work? Here an easy transfer of skills may open up for you a profitable activity after you retire.

How can you follow up such a related field? Too many people know

only the narrow sphere of daily routine. The job itself and payday are all that matters. Others explore the background of their vocation. Reading, travel, experiment, study—all play a part here.

Maybe you are an educator on one of many levels. Writing, publicity, selling, architecture of educational institutions are only a few of many educational interests which could open up a new world of activity for you after a career of teaching.

As a civil engineer you can plan to follow up any one of several channels after retirement: acting as consultant, constructing models, serving on improvement committees, doing research. Every vocation has its "follow through" after 65. What are the possibilities in your occupation? What plans have you made to use that leisured future for contented living?

Your secondary interest does not have to be related to your life work. Maybe you are one of those who have a hobby quite different in nature to your vocation. A hobby may be developed for pure relaxation and enjoyment. Others can be made remunerative and to that extent supplement a retirement allowance.

Mary Jones worked all her life as a teacher. She loved pictures and she loved working with children. She spent much spare time with her movie camera. Finally came retirement from teaching and Mary opened up a photography shop. She specialized in taking pictures of children. So successful did she become that parents for miles around would employ her to take pictures at various stages in the growth of their children. "I am busy all the time," says Mary, "and I love it."

Travel at every opportunity. New environment not only adds zest to present living but makes possible contacts that may open up a career for you in later life. In this way you can experience and observe other modes of living which will convey ideas not otherwise obtainable.

Jim Whittaker is a case in point. Jim was a civil servant for most of his life. His last government post for some years had been that of publicity director for the provincial travel bureau. He was always interested in people and where and how they lived.

"I always wanted to read and write about strange places," Jim told me one day, "but I just could never find the time." His executive duties kept him too busy.

But Jim never missed a chance to collect ideas from tourists. He retired at 60 and took a short course in journalism. Soon he was busy writing articles for travel journals. Today at 75, Jim has had many articles and four books published on tourism and catering to tourists.

"Don't think I've ever been happier in my life," he says. In reality Jim has never retired!

Work with an eye to the future. That's what Jim did. Use your vocation now to serve you even after you must leave it. Be sincere, constant, and efficient in providing for the future. It pays.

You can retire too late. Don't let this happen to you. Joe Dennis was our city dairy manager. He was 70 when he retired. He knew the dairy business but had no outside interests. The firm gave him only a small pension. Joe had always been active; he thrived on work. "I'll get by," he used to say, "I'll find something to do."

Suddenly at 70 Joe's world had changed. There was nothing to keep him going, nothing to hang on to, no interest in life. He died within two years just from lack of having something for which to work.

F. A. Rudd, teacher at Lethbridge Collegiate Institute, attended the writers' course of the Banff Workshop in 1950 and 1951.

Jim Whittaker on the other hand had planned ahead. He had stored up his knowledge of what people like to see. He was an authority on tourism. He made it pay off.

Where do you live? How well are you known in your home town or community? Do you intend to move away on retirement and live among strangers or just "carry on" right at home? The more you are really a part of your own community the better chance you will have of making good in a post retirement avocation. Here are your friends; here also are the people who will benefit from your efforts and who will be most willing to help you.

You will be needed after 65. Your lifetime of experience can be and should be available to others. Why not capitalize on it ALL your life?

Medical science is expanding the life span of man. We are not so often "burned out" at 60 or 65 as we once were. Modern miracle drugs, scientific operation technique, diet study, and up-to-date health service have probably added 20 years to the human life cycle in the twentieth century. So much more time to live and learn! So much more time and need for active retirement!

There is a place for you as long as you live. All you need is an interest which will carry you on and through which your benefits from experience can be passed along to others. It has paid off for Jim and Mary; it can pay off for you.

Life is a continuous process—mental and physical. Man-made retirement laws should not and cannot alter that natural sequence. YOU can retire and be actively happy. Plan ahead for 65.

Bafflegabb in the Program of Studies

H. E. Panabaker, supervisor of guidance and junior high schools in Calgary, believes that the curriculum guides should be revised.

H. E. PANABAKER

THE most serious occupational disease among Alberta teachers today is frustration. Its symptoms are most evident among those in the junior and senior high schools and range from comparatively mild manifestations of apathy and indifference to frenzied rages, during which the unfortunate victim may throw brushes, chalk, or ink bottles at innocent children, tear textbooks apart with his bare hands, or even speak disrespectfully to his principal or superintendent. True, these more violent symptoms are rather rare; the milder ones, however, are evident everywhere teachers gather together, and nowhere more so than at the annual conventions.

Many teachers—many good teachers—recognizing the onset of the disease and disturbed by its symptoms, have achieved a complete cure by seeking the more salubrious climate of some other occupation not so afflicted with official doubletalk. In such cases, the cure is almost instantaneous; yet such treatment, though beneficial to the victims, is not to be recommended because of its effect upon the educational body as a whole. An attempt should be made to discover the causes of this disease and, if possible, eliminate them so that the continuing infection of additional victims each year can be prevented.

This malignancy has several causes; among the most serious is bafflegabb in the program of studies, or, to be more precise, the curriculum guides. Bafflegabb is an interesting new technical term devised by our cousins south of the forty-ninth parallel to describe a very potent source of the disease among their countrymen. It is defined as follows: "Multiloquence characterized by consummate interfusion of circumlocution or periphrasis, inscrutability, incognizability, and other familiar manifestations of abstruse expatiation commonly utilized for promulgations implementing procrustean determinations of governmental bodies." It is said that 47.3625 percent of ulcers contracted by American business men have their origin here. This rather technical definition may be interpreted for the non-technical reader as the art of using a great many highfaluting words in order to conceal your meaning, if you have one, so that you can please everybody at once.

An English dramatist of some note had this to say of a man who had taken to similar language: "He was wont to speak plain and to the purpose, like an honest man and a soldier; and now he is turned orthography; his words are a very fantastical banquet,—just so many strange

dishes." There was a time, not too long ago either, when a reasonably intelligent teacher, even though he lacked a doctoral degree, could read the program of studies and understand what was expected of him. It spoke "plain and to the purpose, like an honest man and a soldier." Being somewhat of a soldier himself, the teacher was able to see his duty clearly portrayed and happy to discharge it. Now, however, he pores over the multifarious curriculum guides in their very bright and attractive colours and finds spread before him "a very fantastical banquet" from which he turns aside neither nourished himself nor able to give nourishment to others.

Among the dishes at this banquet is one labelled "OBJECTIVES." Formerly, this was a simple, unadorned bowl containing a few health-giving fruits. Now it is an ornate tureen, heavily incrustated with gold leaf in the later Italian style. Raising the pretentiously heavy cover releases an aroma not the most enticing and reveals an assortment of exotic fruits, the product of grafting so-called psychology upon the ancient tree of pedagogy.

Ordinary human beings enter the teaching profession on the naive assumption that the teacher's function is to teach reading, writing, arithmetic, language, social studies, or science so that, when pupils have finished a certain part of the work, they will be able to read a certain level of material correctly, do certain mathematical problems accurately, or know certain facts in social studies and science and be able to demonstrate that knowledge. Of course, such people understand that methods of teaching have changed; they know that mere repetition and drill will not suffice. They expect to conduct classes in line with the best of modern knowledge. They will motivate pupils by a variety of means and in a multitude of ways

and encourage them to participate in a wide range of activities. They will be very genuinely concerned with the personal development of the children under them. They will seek to make their classrooms healthful places in which children may grow. However, though they accept all this, they still fondly believe that their job will be to educate,—that through their activities, children will be able to do many specific things more accurately and to know many specific things more precisely. They hold to the quaint notion that exact knowledge does possess virtue even in these progressive days. They believe that when the facts about his country are suitably experienced by the child, he will acquire certain desirable attitudes towards it, that when a child has mastered arithmetical processes, he will have some insight into quantitative thinking, and that when the child has been really drilled in science, he will gain some understanding of the rigorous discipline involved in the scientific method; but they have a deep-seated feeling that such attitudes, insights, and understandings are long in developing and, therefore, can be only the rather distant end products of education.

So these healthy folk come into the teaching profession. Then they read the curriculum guides—or attempt to. They think that specific objectives should be reasonably clear and well defined. They think that they should be able to recognize when a unit or section has been covered so that its objectives have been attained. In social studies, for example, they have the idea that they are to deal with the history and geography of Canada and other parts of the world to the end that the child will know a considerable body of historical and geographical facts which he will be able to relate in certain ways as a basis for understanding present-day problems. They think

their function is to build the foundation of fact and that the understanding will come later as a result of growth and experience. They soon learn how wrong they are.

They find such things as these listed as *specific objectives* for various units of work: "The child should show that he has acquired an attitude of intelligent loyalty to Canada. The child should show that he has acquired a generalization that Canadians increase their wealth through labour, machinery, and the use of power. The child should show that he has acquired an attitude of active interest in man's further improvement of the standard of living through the fuller exploitation of the possibilities of raw materials. The child should show that he has acquired an attitude of admiration for the work of the pioneers in shaping Canada as a free democratic country. The child should show that he has acquired the habit of looking objectively at the world around him. The child should show that he has acquired an attitude of intelligent loyalty to the various community groups of which he is a member. The child should show that he has acquired the habit of regarding himself as a member of organized groups to each of which he owes a responsibility. The child should show that he has acquired the ability to make comparisons of exports of countries through the use of bar graphs. The child should show that he has acquired the generalization that administering the decisions of Parliament requires the services of experts. The child should show that he has acquired an attitude of intelligent pride in being a member of the British Commonwealth of Nations." Strange dishes indeed, are they not in this "very fantastical banquet"?

Others equally strange appear in the Health and Personal Development Course. "The student (our child has grown a little) should show that he

has acquired an attitude of social concern marked by earnest effort to implement whatever desirable ends the group may seek so that a proper concept of democracy may result. The student should show that he has acquired the ability to subordinate personal feelings when they are contrary to the wishes of the group, providing that these wishes are beneficial. The student should show that he has acquired a generalization that a philosophy of life is essential to happiness. The student should show that he has acquired the ability to recognize his part in the national health picture."

"Well," say our beginners, "those are very good objectives, very good indeed. But how, pray, are we to make sure they are achieved. How do we define an attitude of social concern? What is an attitude of intelligent loyalty to Canada? How do you teach it? How do you measure it? What about these generalizations? Does it matter if a child has acquired this or that generalization if he cannot back it with facts? If we teach the facts properly won't the generalizations take care of themselves in due time? With specific objectives stated in this way, when will we know, how can we tell whether or not we have done our job effectively? To us, as self-respecting workers, this question is extremely important."

Being not easily discouraged, they turn again to the Book—rather, the Books—for answers. The Books let them down. Oh, the Books contain much that is interesting, much erudite educational philosophy, considerable criticism, implicit and explicit, of the traditional school, but of help in developing, recognizing, or measuring these intangibles called attitudes practically nothing at all, though unit after unit lists them as *specific objectives*. They are told in one place with regard to this specific objective:

(Continued on Page 48)

Teachers Must Live

A. L. DOUCETTE

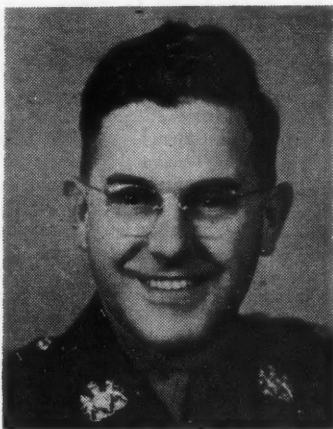
Director, Calgary Branch, Faculty of Education

In the November 29 issue of *The Edmonton Journal* it was reported that a new salary schedule for teachers was proposed at an autumn conference of teachers' associations in Edmonton. The schedule called for a \$2,000 minimum for teachers with one year of training mounting by increments of \$300 annually and reaching \$3,800 after seven years' training; also a maximum schedule moving from a base of \$3,500 for one year of training by annual increments of \$500 and reaching \$6,500 for seven years' training. School principals would receive additional bonuses of \$100 per room for elementary schools and \$125 per room for junior and senior high schools, in both cases up to twelve rooms.

I wonder what the reaction of the general public and of school trustees will be to these proposals? Some will exclaim: "Extravagant! Fantastic! Utterly unreasonable!"

My response to any opposition to the proposed schedule is that plumbers, electricians, beer workers, railway employees, and others are submitting their wage disputes to various boards and as a result of bargaining and arbitration, they are financially out-classing teachers with one, two, or three degrees,—people who have spent from six to eight years in university study. Alas! the teacher with a master's degree or a doctor's degree is receiving less remuneration than the tradesman! What price education!

In a recent survey entitled *Can Men Afford to Teach* it is reported that 92 percent of the men teaching in St. Louis city and county earn supplementary income; of this group, 33 percent have some kind of indepen-



A. L. DOUCETTE

dent income while 59 percent supplement their salary by vacation jobs, by having their wives work and such like.

Excluding the industrial arts or shop training program in Alberta, the number of men entering the one-year or longer programs in our Faculty of Education is deplorably small. The large number of girls in the special one-year program is continuing evidence that the vast majority of lady teachers use school teaching as a whistle-stop to marriage. With teaching salaries at existing levels, the title of the above-mentioned article is apt indeed. Men may decide to teach, but they will be afraid to marry, shudder at the impossibility of owning their own home, and shun completely the formidable problem of raising a family.

Men are simply not being attracted to the teaching profession because

the salaries are not sufficiently appealing. A commercial traveller friend of mine, whose firm finances his car, and who travels on a very comfortable expense account, objects to teachers constantly "shouting for better salaries"; but his own son left school at mid-Grade XI, began working for a railway company at \$2,100 per year, and after a month or two was shifted to a \$2,700 per year job handling parcels in an express car.

At the trustees' convention in November in Calgary, I stated that the Alberta Teachers' Association was anxious to obtain better salaries for teachers because better salaries would draw better people into the profession; better professional recruits would result in better school performance, better children, a better Alberta, and a better society. The nub of the whole issue of quantity and quality of teacher supply is the question of *salaries*.

The research study aforementioned concludes that man simply can't stay in teaching "if it is necessary to subsist solely on a teacher's present salary." The problem of teacher supply might be alleviated by such measures as: having our schools taught solely by women without dependents, preventing men teachers from marrying, or using the army technique of paying an extra dependent's allowance for married men.

In an agrarian province like Alberta it is difficult for a man to supplement his teaching income. Some teachers whom I know supplement their teaching salary thus: hail adjusting, build a house or two, sell insurance, work in a Safeway store on Saturday, or sell tickets on a car raffle at street corners. The great majority of teachers rely entirely on their teaching salary to subsist. As a result, *I KNOW OF NOT ONE teacher who has been able to retire comfortably on his teaching earnings, with or without pension.* This is a scandalous

statement to have to make about A *PROFESSION* to which one devotes a lifetime of faithful service.

In the St. Louis survey, of the 92 percent, who needed additional living aid some worked eight-hour shifts from 4 p.m. to midnight. What a horrible preparation for next day's classwork in a room with 40 to 50 children, an occupation that is a full-time task in itself!

The Western Conference of Teachers' Associations are to be commended for their effort to deal with the teacher-salary problem. Individual teachers by themselves are powerless to improve their financial position. School trustees should discourage the sort of "after-four" activities engaged in by St. Louis City and County teachers: bakery helper, bartender, beer-bottler, bus driver, bookie, bowling alley manager, caterer, checker in grocery store, clerking, farm worker, filling station operator, frozen-custard stand worker, gardener, hod carrier, hotelkeeper, laborer, mortician's helper, piano tuner, short-order cook, waiter, welder, and many others.

In the St. Louis survey, 82 percent of the men said they would quit their outside work if salaries were adequate to support them. *And what is an adequate salary?* The Western Conference of Teachers' Associations has spoken. In the St. Louis survey, the men were asked this very question. Their reply was: \$4,500 as a median salary for men in elementary and junior high schools; \$5,200 as a median salary for men in senior high school. The proposals of the Western Conference of Teachers' Associations are reasonable.

Some St. Louis male teachers remarked: "Teaching is a good job for a woman whose husband has a good income"; or, "I can't afford to get married on my salary."

Our educational program in Alberta demands the undivided time of
(Continued on Page 46)

How Good Are Your Schools?

Condensation of the article by
W. A. Yauch, which appeared in the September
issue of *The American Magazine*

W. A. Yauch, associate professor of education at Ohio University, was the ATA guest speaker at Two Hills, Bonnyville, and Lac La Biche Fall Conventions in 1950.

PARENTS can judge the effectiveness of public schools their children are attending after they read "How Good Are Your Schools?" by Wilbur A. Yauch, in the September issue of *The American Magazine*.

Professor Yauch, a widely-known educator on the staff of Ohio University, Athens, Ohio, discusses 15 points to check. If the answer is yes to more than 10, your school is well above the average. These are the 15 questions:

1. Is the children's furniture movable, modern, and comfortable?

2. When you enter the classroom does it give you a feeling of being in a pleasant workshop for learning?

3. Is a corner in the classroom filled with interesting books that your child can read when he has finished his assignments?

4. Is the teacher attractively dressed and pleasant-looking with a soft, warm voice and a "let's find out" attitude?

5. Do the pupils treat the teacher with respect and affection?

6. Are normal talking and laughing permitted if not distracting?

7. Are the children apparently learning much about the world they live in?

8. Is the principal a human sort of person who makes you feel at ease and is a pleasant, interesting talker about education?



W. A. YAUCH

9. Do the children help the teacher plan the program and form committees to carry out many class projects?

10. Are the three R's learned by using them in real life situations instead of by drill?

11. Are children promoted from grade to grade on the basis of what is best for them instead of on the basis of "passing" grades?

12. Are there regular checkups of physical and social developments?

13. Does the class go on occasional field trips outside the classroom?

14. Do the children learn from many different books instead of one standard text?

15. Do they seem to work well together, showing respect for one another?

Family Living Education

STANLEY H. CHURCHILL

FAMILY Living Education is a term covering broadly such topics as sex education, the marriage relationship, parenthood, etc., in their many and varied aspects. To any thoughtful observer there are abundant evidences of the need of such a type of education in Alberta, particularly in connection with the children in our homes and in our schools. Teachers and parents alike are made conscious from time to time of children's needs in this direction, and too frequently feel quite at a loss to know what to do about it.

It is common knowledge that in many centers of United States there are programs of sex education and Family Living Education which have for many years been a part of the school curriculum of those areas. A study of some twenty such courses the writer made* several years ago throws light on how this development came about. In every case the program had arisen out of situations which developed as the communities grew older, and for the care of which no machinery had been evolved, until it ended up as the responsibility of the school.

In assessing the situation in Alberta, several points are apparent. A substantial part of both parents and the public are conscious of a need for Family Living Education. The schools here generally do not feel prepared to undertake such a responsibility. The majority of parents feel handicapped by lack of proper training, but at the same time are reluctant to have this phase of the education of their children taken out of their hands. Many are agreed that "something ought to be done about it"—but WHAT? and HOW?

Here, then, is a vital educational need remaining a "blind spot" in the training of many children in our homes and schools.

With these factors in mind, the writer undertook some six years ago at Forest Heights Public School in Edmonton an experiment in Family Living Education, which is still under way, and expanding in scope. The purpose was to use a modern city school and its environment as a laboratory in which to test principles and to develop methods which would constitute a worthwhile contribution to this phase of education, and at the same time be acceptable to all concerned.

The first step was to discuss the whole problem with the Forest Heights Home and School Association. This was in 1946. The parents were interested, behind barriers of shyness and reserve. Valuable assistance was rendered by A. A. Aldridge, supervisor of guidance, Department of Education, and by A. Somerville, assistant deputy minister of Health, in leading discussions, and showing films. The outcome of this work was that, after nearly a year, the school and the Home and School Association jointly purchased a small library of books on Family Living Education suited to the needs of children of pre-school age up to Grade VI.

Such titles as the following were included: *Being Born* by Strain; *The Wonder of Life* by Levine; *Growing Up* by de Schweinitz; *How Shall I Tell My Child* by Mooney; *Step by Step In Sex Education* by Swift, and others. Before this step was taken, however, the Edmonton Public School Board was notified, and consent was given to keep the books at the school, as a central location. It was understood by all

*The Alberta School Trustee—October, 1948

Letter from Stanley H. Churchill

Dear Mr. Ansley,

This article is the first report I have released on the work in Family Living Education I undertook some few years ago in Forest Heights School and its district.

In approaching the project originally, I undertook to use a modern city school and its environment as a laboratory in which to test and develop certain convictions and procedures in regard to a phase of education quite new to Alberta and regarded as difficult.

The undertaking is assuming sufficiently definite shape and direction that something in the nature of a "progress report" is justified at this time.

You have commented editorially on the relationship between length and security of tenure and the contribution the teacher makes to education as a profession.

It may be of interest in this connection that I have been principal of Forest Heights School since 1934. I am satisfied that I could not have initiated this project in that school and area at any time during the first ten years there. Further, it is equally plain that it would almost certainly have died an untimely and fruitless death had I removed from the scene at any period since its inception.

I hope that within the next few years the movement will "take root," and continue in this area by reason of its demonstrated value, and the public demand arising therefrom . . . Again this demonstrates the truth of your proposition as to tenure and contribution, for I expect that it will take several years to prove the possibilities in the direction mentioned.

Yours truly,
Stanley H. Churchill.

concerned that the children would not have access to the books except through their parents.

A few of the parents, mainly the mothers, borrowed the books, and reported happily on their impressions. As time passed, however, it was evident that the majority of the parents were perhaps diffident, and were not taking the books out. The result was that the children in the school who most needed help and guidance along these lines were the ones not getting it.

Thought was then given to devising a method whereby the homes could be reached directly. There was no precedent to guide this work, so it was necessary to use both caution and tact. Several approaches were tried and discarded before the present arrangement was worked out.

Five books especially suitable to children's needs were selected from the Family Living Education library.

One teacher, in this case the principal, undertook to be responsible for the program, and a circular letter was printed. This is addressed to the parents, and explains that these books are available. The letter also includes a consent slip for the parent to sign, requesting that the books be sent home with the children named.

Almost invariably the letters are returned promptly with the parents' signature, and are then retained on file at the school. At the same time it is explained to the children that there are these books available, which they may have on certain conditions:

1. The books may be obtained only by those children whose parents have given written consent.

2. When taken out, they must be taken home directly and read under the parents' supervision.

Care is taken to point out that dis-

regard of these rules might result in the books being withdrawn. To illustrate the point, the following story is given as a sample of what could happen: A number of years ago the Bookmobile of the Edmonton Public Library carried several of these titles, for loan along with the other books. All went well until one day an adult was horrified to discover a lad surrounded by a group of his friends making merry over the pages of one of the books. As a result of the publicity that arose out of the incident these books were withdrawn from the Bookmobile shelves.

When a book has been requested, it is given to the youngster at the end of the day. The children are very keen to get the loan of a book, and it is rare for a book ever to lie overnight in the school. During the term it is normal for 99 percent of the Grade VI children to read several or all of the books.

The above direct contact method was initiated about three years ago, and has gradually expanded to its present form. In this short period we are happy to say that there have been no incidents of an unfavorable nature arising out of the use of the Family Living Education books. Observation of the children indicates some encouraging evidence of growth in wholesome attitudes.

The school lavatory walls and rear entrances, etc., tend increasingly to remain free from obscene writing or drawings. While each book has been in practically continuous use, in no instance have any of the illustrations been marked or defaced. Also, the circulation of "secret" notes and drawings (by which a child often indicates his or her need of wholesome information on topics of Family Living Education) has apparently ceased to be of interest to the group. It is rare to see a knot of the children whispering together, then scatter suddenly with the appearance of a teacher. Besides these

more obvious surface manifestations, moreover, there is an intangible, "hard-to-pin-down" feeling in the class atmosphere which is at once relaxed, open, and wholesome. It is the writer's observation that these children do not discuss with each other what they read in the books, but they do feel they have received needed information from those whom they respect and trust. Secretive and furtive attitudes about sex and related topics tend to cease when junior, mother, and dad read the books in the home together.

Now three years, or six years, is too short a time to assess the value of any venture into a new area of education. Yet it may not be presumptuous to make a few observations in conclusion of this report.

Some progress in Family Living Education is being achieved. It is reaching practically 100 percent of the children in the group. It is being done in the homes, where it belongs. While the majority of parents do not comment, we judge the present approach is acceptable from the fact that the books continue to go into the homes. We feel justified in assuming that all the children in the home, will benefit, both preschool and high school, as well as the Grade VI group this article is concerned with. The school's part in the program is slight, and does not require specially trained personnel. At the same time the school is secured against attack, in that the parents must make written requests before the books are issued. The parents feel protected by being fully in control of this important phase of their children's education. The emphasis of the whole undertaking is directed toward encouraging and helping the parents to give the right information and guidance to their children, and our observation is that they are doing just that, with increasing confidence and success.

We would like to point out here
(Continued on Page 48)

Do you plan to attend the 1952 United Nations Summer Seminar? Read Miss Barclay's article of the 1951 Session held in Ottawa.

Education and World Affairs

E. CATHERINE BARCLAY

THIRTY-FIVE Canadians and four American teachers gathered in Ottawa for their first United Nations summer seminar. Unfurled, azure blue surrounding its white laurel emblem, the United Nations flag looked down on the conference table, Académie de la Salle, Sussex Street. They came from British Columbia to Nova Scotia, from Oklahoma to New York. All of them, 20 men, 19 women, were actively enlisted at home in the work of helping to widen international concepts on this continent through classroom and community projects. They had come to Ottawa to discuss and to explore better ways of building "the defences of peace" in the minds of men and in the minds of the children of men.

In charge of the seminar organization was James A. Gibson, now dean of Carleton College, Ottawa, and previously secretary to the former Prime Minister of Canada, the late W. L. Mackenzie King. As a senior student, nineteen years of age, at the University of British Columbia, Dr. Gibson was awarded the Rhodes Scholarship to Oxford, England.

He was already known to the Alberta teachers who had attended his course at the summer session of the University of Alberta in 1937. He was a Canadian representative and played an active role at the San Francisco Conference in 1945.

Closely associated with him in organizing the summer's conferences were E. C. Carter of Montreal, teacher of English, Canadian delegate three years ago to the UNESCO

Seminar at Lake Success; Glenn Ward, young sessional instructor at Carleton College, and Kathleen E. Bowlby, national secretary of the United Nations Association in Canada.

The seminar turned out to be not exactly a seminar, it was decided, for there was not any research, in the real sense of the word. The venture was too new, too experimental. Next year, when it is hoped the project will be continued, the experiment may well move on to include research and considerably more organized panel discussions, as well as sessions left open for continued discussion of topics of special interest.

The 1951 conference was partly a stimulating refresher course in Canadian history, constitutional and diplomatic, partly a series of penetrating lectures and addresses about the United Nations, stressing Canada's rôle in the organization, and in its specialized agencies during the past five years. Partly the seminar was a forum of questions and answers, sometimes in two groups, sometimes one; once there was a panel discussion: Canada-United States Relations.

Partly the session consisted of talks by Canadian and other government officials or voluntary workers, each address followed by open dis-

E. Catherine Barclay, Calgary teacher, was one of six Alberta teachers who attended the United Nations Seminar in Ottawa last July. Miss Barclay also attended the writers' course of the Banff Workshop last August.

cussion. The afternoon and weekends were left free for reading, study, resting, or touring from the Gatineau Hills and Kingsmere, to Quebec City and New York.

To most of the delegates, however, the conference was chiefly a very profitable unprecedented getting together professionally and socially, of teachers from all the provinces of Canada, with the small but stimulating "legation" from the United States tending to keep viewpoints from narrowing to a national slant. It was by far the most interesting teachers' gathering the majority of delegates had ever attended. Ten or twenty minute breaks in the long morning session from 9:00 to 12:20 invited informal conference in two's and three's in the assembly rooms.

The small tables in the cafeteria of Laurentian Terrace, and the attractive lounge encouraged casual conversations. These often led either to discussions of deep and lasting interest and value or to lively nonsense and refreshing wit. The fact that the manager of Laurentian Terrace, just across the street from Académie de la Salle, is Winnifred Moyle, Didsbury, graduate of University of Alberta, and known to many alumni members, made the six Alberta delegates feel especially at home. Her gracious reception of all seminar guests was another vital factor in the success of the conference.

At the end, there was a party—a dinner at White Hill Glade. Delegates entertained the director, his executive assistants, and members and friends of the Ottawa United Nations Association who had done much to insure a profitable and pleasant session for all.

A sage has written:

"Tell me what a man does in his leisure time and I will tell you what manner of man he is."

Judged by this criterion, the 1951 seminar would win distinction.

Talent and good taste were memorable features of the evening's unique entertainment.

Two items deserve special mention. They reveal the atmosphere prevailing in the large group of sixty or seventy people,—the "manner of man" who was there. One item, "A Weekend Trip to Hull (just across the river from Ottawa) was a really clever satire, purporting to be a reproduction of "group planning" in action among the seminar teachers organizing their weekend pleasure trip to New York—a project which had started with thirty-six and dwindled to two! The script, written and most ably read by John Farrell, teacher of mathematics, Saskatoon, was received with whoops of delight, hilarious unsurpressed laughter, peal after peal, despite the heavy heat of the evening. "Group planings" and "Hull" now "go together"!

A second item to be recorded was by the four American teachers. They presented a mock committee meeting of the ITO (International Trusteeship Organization) of the United Nations. The Americans were requesting that their government be administered by the ITO with Canada chief trustee, Canada it was repeatedly stressed, being the country most competent because of geographical proximity and marked superiority in political acumen to steer the United States through their present period of dangerous political immaturity.

The device by which the four Americans learned what the Canadians, including Dr. Gibson, really think of them as a world power today was both simple and subtle. Perhaps it points to a new era of shrewdness, if not of guile, in American diplomacy abroad.

Just before the panel on "Canada-United States Relations" the New York delegate had made a special request of the Canadians—to write on a slip of paper in a few brief

sentences what Canadians believe to be the greatest strength and the greatest weakness of the United States today. Be it here noted that the New York representative was an unusually attractive and able young lady. Canadian chivalry and honesty were challenged. Each province did its best in ten minutes.

Possessed of this frank and friendly statement of opinion, the American delegates, asked on very short notice to contribute to the program at the lawn party and dinner used to good purpose the Canadians' criticism, pro and con, of their giant neighbor "south of the line." Whatever may have been their personal reactions to some of the apparently hard-hitting comments they had found among many highly appreciative tributes, the Americans rose to the occasion. Their mock conference had in it just enough bite, and just enough restraint to make it excellent for a farewell party. There was laughter for the immediate occasion: food for thought later.

Perhaps this outstanding social evening, coming at the end of three weeks' close association in informal conference helped to crystallize the thinking of the unidentified teacher who wrote on the closing day (in reply to a questionnaire): "It (the seminar experience) has made me feel, as never before, that I am proud to be a teacher."

For 1952 it has been unanimously recommended that a Canadian

seminar on a topic related to *Education in World Affairs* be again organized, preferably perhaps in Ottawa. A report in detail of the 1951 discussions is being prepared by Dr. Gibson, and is to be sent to provincial teachers' associations, to be available for reference upon request. Next year's seminar, if funds can be released for this purpose, will be announced in good season in *The ATA Magazine* and other sources of publicity.

Why not apply if you are interested? This year's delegates are convinced that the project is a "good thing." They stand ready, all six, to be of service to you in any way they can, supplying details about sources of pamphlets, charts, reviews, films on United Nations topics. They also look forward to doing more themselves and encouraging others to do more in supporting, in setting up or in enlivening with good programs voluntary United Nations associations in Alberta. Do not hesitate to write to the delegates: Here are their names and addresses:

Miss Grace Brunton, 10734 - 110 Street, Edmonton; Miss Ethel Cobb, 1 Montgomery Apts., Medicine Hat; Miss Marian Gimby, 9828 - 106 Street, Edmonton; J. Reg. Johnston, 252 Fourth Street, Medicine Hat; Dr. W. D. McDougall, Faculty of Education, University of Alberta, Edmonton; Miss E. Catherine Barclay, Western Canada High School, Calgary.

Consultation is one of the oldest democratic functions, the natural instrument for government to use in order to harmonize its policy with public opinion. The people should be given a picture in broad outline of the proposed plan and of the economic and social facts that underlie it. Then they should be shown what are their individual tasks and duties. The people of a democratic country like Canada cannot be driven in blinkers. Any attempt to promote great changes without making clear the purpose and method will dissolve into frustration.—
Royal Bank Newsletter.

Film Fun

FREDERICK C. SHONN
McCauley School, Edmonton

FILMS can make teaching easy and very interesting in certain subjects. Both teachers and students may find school pleasant at a very little extra cost. At McCauley Junior High, we have carried out a number of experiments with different films, grades, departments, and conditions. The Visual Aids Branch of the Department of Education has been very helpful in supplying us with materials and ideas.

When the films were first introduced in the Edmonton schools, it was believed that a darkroom with a daylight screen was necessary to give best results. We immediately set up such a room on the third floor, as that was the only vacant room at that time. The pictures were excellent, but other problems arose.

Whenever certain films were obtained and these were announced to the class, a shout of joy would come from them: "Goody, goody, we're having a movie. Is there going to be a cartoon? Are we having Mighty Mouse or Donald Duck? Why not?" Then all the students would leave their books, dash up three flights of stairs to the projecting room, and get into friendly groups, often boys and girls together, just as they do in a community hall or a theatre.

If the teacher did not have the machine set up and the film threaded, fully half of the period would be gone before you could get started with the picture. It would take some minutes before you could get the students settled down after re-assembling. We would have to threaten to send them back to the classroom by shutting off the machine (more time lost). Teachers were often disappointed and dis-

Frederick C. Shonn, teacher at McCauley School, Edmonton, tells us how McCauley school made use of a projector and filmstrips.

couraged by the results following this procedure.

To make the picture a little more effective, some teachers would ask the pupils to write a story after they had seen it. The more conscientious students did try to make notes in the dark, because it is almost impossible to remember all the details.

Our next move was to darken the classroom with curtains and show the picture with the students in their regular seats. With a daylight screen the room does not have to be in total darkness. It can be light enough for the students to make notes and yet see the picture quite clearly. We found that with this method the picture became a part of the regular class work and not a movie to entertain them. In this case there is no moving about, no friendly groups, no time lost in reassembling and no disturbance of the mental set, for a particular subject.

At our school, we have found the 16 mm. Movie Mite very satisfactory as it is easier to carry from room to room and upstairs than a large heavy machine. It also has less mechanical noise for classroom work. This machine may be used for both sound and silent films by simply switching from a higher to a lower speed.

The new Jam Handy 35 mm. film strips are excellent for teaching general science, social studies, nature study, art, and reading. You can hold each frame as long as you wish,

while the students make notes or do the reading. The Tri-Purpose machine can be changed very quickly from the filmstrip to the 2" x 2" slides for which there are a number of reasonably good pictures in nature study. Then you may have some of your own slides. This gives you four types of films you can use in your classroom.

So far we have been using the same curtains as used by the drama club. These are simply gray flannel blankets with hooks sewn at one end to hang over a wire. At the other end we have heavy iron washers sewn in the cloth to keep them straight.

Another method to darken the screen is to have it in a box built of plywood with its sides at an angle. F. E. Donnelly at Saint Alphonsus Separate School has this box set on a table 40 inches high. The back of the box measures 4 ft. x 3 ft., 3 inches, while the front is 5 ft. x 3 ft., 3 inches. The

depth is 22 inches and is painted black inside. The table is on large casters so that it can be moved about from room to room. It is difficult, however, to move this apparatus up and down stairs. He has found the box to be a very good protection for the screen. The results are excellent without draw curtains.

Now we have found that dark drapes swung from the top of the blackboard at an angle, just as the sides of the box described above, will give good results.

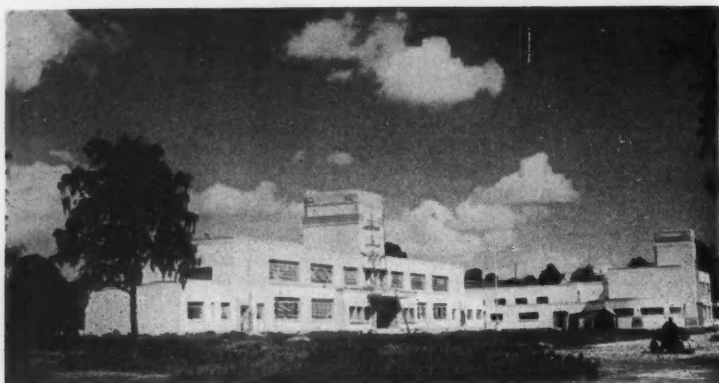
At first we believed that the picture on the screen had to be as large as possible. We found that this image was quite hard on the eyes when using only a 300 watt lamp. If the projector is moved closer to the screen, the image becomes smaller but clearer, sharper as a result of the more intense light.

With extra screen more rooms may operate at the same time.

NOTICE

According to the regulations of The Teachers' Retirement Fund Act, teachers who served with the Armed Forces during World War II may contribute to the Retirement Fund for that period of service. It is required that application be made, and payment be started, before JULY 1, 1952. The letter of application must be accompanied by the teacher's Discharge Certificate, and it is suggested that an initial payment be sent with the letter of application.

BOARD OF ADMINISTRATORS
TEACHERS' RETIREMENT FUND,
Barnett House,
9929 - 103 St.,
Edmonton, Alberta.



Kelso High School, Roxburgh, Scotland, at which William T. Cutt is exchange teaching.

Kelso High School

WILLIAM T. CUTT

YESTERDAY, a generous supply of all the things needed to make Christmas cakes arrived at my address. It had been sent by my kind friends and colleagues of the Correspondence School Branch to the students of the school in which I am teaching during a year's leave of absence. I took the glad array of fruits, nuts, lard, powdered egg, cake mix—I must write *etc.*—to Miss Purves, the domestic science teacher. She has given some of it to the girls of the classes who are running their class Christmas parties in the school. The rest she will have the students of her classes use for the Christmas Dinner in the school dining-hall on December 20, the day before the school closes for the holidays. Life in the agricultural county of Roxburgh is not marked by shortages of food; but the variety and richness of the parcels have certainly pleased the school, and aroused a very kindly regard for the staff of the Correspondence School Branch.

Kelso, Roxburghshire, is an ancient abbey town situated on the

confluence of the Teviot and the Tweed. The town has about 4,000 inhabitants; the county, which is largely agricultural, about 40,000. The great industrial belt of Scotland lies only fifty miles north, and that of the Tyne about the same distance south. Kelso, then, is rather like a little town between Toronto and Montreal, except that distances are shorter here. Within an hour's bus trip lie several other towns ranging from 2,000 to 18,000 in population—Melrose, Jedburgh, Galashiels, Selkirk, Newtown, St. Boswells, and Hawick (where the Scottish "cashmere" sweaters originate).

The massive abbey ruins, narrow streets, and solid stone houses, the nearby castle and ruins of older castles, the house of Rosebank—one-time residence of Sir Walter Scott—and the monument to the poet Thomson (*The Seasons*) are but a few marks of the rich history of Kelso and its surroundings. Here where I can walk from abbey to abbey, from castle to castle, from one old watchtower to the next, where I am near

the Roman Wall and the grave of Merlin, it is easy to imagine a band of mosstroopers glinting down the road ahead.

Kelso High School is a modern two-storey building partly completed—in 1939 the War stopped the erection of one more wing. Besides the classrooms, there are science labs, a domestic science lab (containing electric stoves, electric irons, sinks, wringers, mangles, benches, cupboards, and a host of other equipment), a large, fully-equipped workshop for wood and metal benchwork, a large gym, a music room, and a kitchen and dining hall. Outside the building there is a rugby field, a hockey field, a net-ball court, the school garden, and shelters for the pupils in rainy weather—three-sided, roofed-in structures with one side open.

There are 650 students in this school and twenty-five teachers. The first three years correspond to our junior high school, except that the A and B students are well launched into mathematics, science, and languages—two languages for A students and one for B. The C and D students do not take any language except English. All these students are meticulously graded during their elementary years by IQ, aptitude tests, achievement tests, and teachers' gradings before they enter high school. Then the A students proceed with academic work; the B students, chiefly academic, but with some bench work or domestic science. The others, C and D students, have bench work or domestic science in addition to English, mathematics, music, art, history, and geography. One period per week is allowed for sport. Those who do not wish to play use the period for prep. This weekly period is not to be confused with the regular PT periods which keep the PT instructors, man and woman, busy all day.

Part of our high school, then, cor-

William T. Cutt a teacher at the Correspondence School Branch since 1944, is an exchange teacher at Kelso High School in Scotland this year.

responding to the Alberta junior high, consists of first, second, and third year students: IA, IB, IC, ID, IIA, IIB, IIC, IID; and IIIA, IIIB, IIIC. There is no IIID. In Hawick, the largest county town, with a high school of over 1,000 pupils, the gradings go down to H.

What corresponds to our senior high is called Fourth, Fifth, and Sixth. There are no subdivisions in these years. In the Fifth year, the student writes his matriculation examinations. (Leaving Certificate.) He may then go on to the University for an ordinary degree. The sixth year gives additional training to those students who wish extra education for some purpose such as that of taking an Honors degree; it is called the Honors Class.

The students come to school in buses from all directions. Only a fraction of the student body resides in town. Those who come in buses may have been in a rural school that offers elementary education only, or that does not offer languages in high school.

The academic teachers are graduates—the senior masters all honors graduates. An ordinary non-graduate in Scotland has three years of teacher-training; the ordinary graduate takes his degree and his teacher-training in four and a half years; the honors graduate takes a little over five years for his degree and his teacher-training. Thus the teacher is really encouraged to graduate, for there can be no quick rush into teaching in order to use the profession as a stepping-stone to something else. The stiffness of the course keeps many from attempting the degree.

The little school board was scrap-

(Continued on Page 46)

What If They Don't Know Grammar

HELEN RAND MILLER

WE have skipped a fundamental step in our thinking about the study of grammar. We need to know whether, with all our teaching, students learn grammar.

I have long suspected that even our brightest students never learn grammar so that it is of use to them. Grammar lessons for college freshmen are repetitions of the lessons for the sixth grade and all succeeding years. College freshmen are not sure of the parts of speech; they are likely to say that *if* is a preposition and not to know the difference between the past tense and the passive voice. Students may be justified in their complaint that English is the same old thing in the same old way.

For many years to many classes I have given this problem: Two people disagree as to which verb forms to use in the following sentences. How can you prove to them which forms are acceptable usage?

He (*dived, dove*) off the pier.

He has (*dived, dove, diven*) off the pier.

Students always expect to be told which forms are right. They have no idea how to find out for themselves.

I have suspected that they do not know why they learn the principal parts of verbs. They can rattle off the principal parts of irregular verbs, but when I ask them what good it does to know them, they cannot tell.

Knowing the principal parts of verbs is of no value without knowing how to use them. When students fill blanks with verb forms, they may guess or put down what sounds

right. To test their ability to use principal parts, they should be asked to use unfamiliar verbs so that they cannot go by sound but must use their knowledge.

I wish that experts would make a test so that we could find out whether students know what we have said are the minimum essentials of grammar. The following test is offered with the hope that it may suggest a way to make a really good test. It was given to sixty-six twelfth-graders who have studied grammar four to six years. Nine percent made grades of 100. The percentage of correct answers is given after each question.

Tests in Functional Grammar

The purpose of this test is to answer these questions: How well does the grammar you have studied function? How well can you use grammar now, and what are the probabilities that you will be able to use your knowledge of grammar after you leave school?

For how many years have you taken English courses in which you studied grammar? . . .

1. It looks *like* he is falling asleep.

The use of the word *like* is questioned. How can you use a dictionary to know whether the use of *like* in the sentence is acceptable usage?.....9%

2. In England an educated man may say, "My sister is older than me." A dictionary printed in England says that the use of *me* is acceptable by telling what part of speech *than* is. What part of speech is *than* in the sentence if *me* is ac-

ceptable usage50%

3. In England a woman says, "I have slimmed (reduced) for six months and lost two stone (28 pounds). Why don't you slim?"

What part of speech is *slimmed* in the above sentence?.....92%

What part of speech is *slim* in the above sentence?.....74%

In the United States a girl may say, "I wish that I were slimmer."

What part of speech is *slimmer* in the last sentence?.....55%

4. The purpose of this part of the test is to see how well you know how to use the principal parts of verbs. An unfamiliar word is used so that you will not write the words that sound right but will show how you use the principal parts of verbs. *Smo* is a made-up word meaning "to consent in a pleasant way."

The principal parts of *smo* are *smo*, *smid*, *smone*.

Write the principal parts of *smo* in the blanks.

- (a) When the boys offered to pay for the food, the girls.....86%
- (b) If you will make the plans, we will89%
- (c) After the plans had been made, we considered it necessary to77%
- (d) Whenever you ask me to have lunch with you, I always60%
- (e) Yesterday Lucy suggested that we go to the movies, and I78%
- (f) Lucy has not.....every time she was asked to wash dishes64%

(g) I had been asked to speak, and I had64%

(h) We all were asked to go, and we all77%

(i) I have never.....to ride with you, and I never will.....to go in your car48%, 77%

(j) This morning you.....to go to Colley's at 3:15, but you never should have.....to do that74%, 74%

5. In England educated people who speak carefully use the verb *eat* as it is used in these sentences. A dictionary printed in England gives authority for using *eat* in these ways.

I eat bread every day.

This morning I *eat* (pronounced *et*) an egg.

We *eat* (pronounced *et*) the pork pie for tea yesterday.

Have you ever *eaten* Yorkshire pudding?

What are the principal parts of the verb *eat* in England.....66%

After this test a class told what parts of grammar they had never even begun to understand. Ninety percent had studied grammar for six years; everyone had studied it for at least four years. They asked questions as simple as "What is the difference between a phrase and a clause?" When they had finished telling what they did not know about grammar, there was no part of grammar that everyone knew.

We have been teaching grammar. Let us find out whether the students have been learning grammar.

Grants for Grades IX and X Tests

In Ontario a grant of \$3.00 per pupil in average daily attendance will be paid to school boards, beginning in 1952, toward the cost of textbooks provided by the boards for pupils of Grades IX and X. This is an extension of the policy adopted in 1951, when grants toward the cost of textbooks for Grades I to VII were instituted.—CEA Newsletter.

The Case For Technical Education

PART I

T. M. PARRY

Vice-Principal in charge of Technical Departments,
Western Canada and Crescent Heights High Schools, Calgary

THAT division of education known variously as industrial arts, technical, vocational, industrial, or practical education periodically faces criticism and opposition. One of the most frequent attacks against this form of education is abetted by those who would measure educational methods in terms of dollars and cents. These critics charge that this type of educational activity costs more money than does the conventional classroom program. It is a sad reflection on the thinking of our time that such skeptics, after striving to file other arguments as to values and results, nevertheless usually rest their case on relative costs. They consider this a strong argument even though expenditures on liquor, tobacco, and gambling, with their negative results, make the "high" cost of technical education relatively insignificant.

Usually, the costs of technical education are introduced as a matter for concern by those who have scant acquaintance with the objectives and results. They look only for any method of cutting costs of local school administration and services. Provincial, national, and international aspects are disregarded as they ignore the fact that these special facilities in schools have been accepted as necessary and desirable in practically every large town and city in Canada and the United States, not to mention other parts of the world. A brief review of the past history and development of practical subjects in school curricula is of value and service in countering much loose

criticism which is being directed at technical education.

Early Beginnings

Some supporters of the classical, or purely academic program would encourage the erroneous belief that practical education is one of the frills of the progressive education movement. Actually, we can trace the beginnings of utilitarian subjects in schools as far back as the late Middle Ages, when, before the advent of printing, even the three R's were valued for their practical, rather than their academic worth. Guild schools provided the elements of formal education while the student learned the trade of his master in the home, or shop of the latter, as an apprentice. Shakespeare attended such a school at Stratford-on-Avon where he reported learning "little Latin and less Greek."

Social realism of the seventeenth century sought to adapt education to actual life conditions by giving practical preparation for the opportunities and responsibilities of life. Then in 1774, Pestalozzi undertook an actual experiment in his teaching to prove that education did not consist merely of books and knowledge, but that training, useful to making a living, could be given students while developing their intelligence and morals. Industrial education or training as a portion of secondary school curricula spread from this beginning into Switzerland, Germany, France, and England. About 1825, this type of work made its appearance in the

higher grades of schools in the United States.

Some Pioneers of Practical Education

Horace Mann (1796-1859), Secretary of the Massachusetts State Board of Education, is recognized as the outstanding educational reformer of his day, on this continent. He was very practical in his outlook on education as was indicated by his comparison, on one occasion, of the relative values of algebra and book-keeping from the utilitarian point of view. That was over one hundred years ago.

Cygnaeus (1810-1888) is accepted as the father of the manual training movement—the term still used by most adults of today in identifying the shop course of their own school-days. In 1866, Finland adopted manual training as an integral part of the work of its elementary schools, to become the first country to do so. Sweden, known throughout the world for the excellent standard of its system of education, followed the example of Finland. This marked the beginnings of practical and vocational work as a part of general education without concern for attainment of industrial efficiency.

The name of Professor J. Dewey stands high in the ranks of American educators. From 1896 to 1903, he supervised an experimental elementary school at the University of Chicago. This school sought to discover how to bring the school into

closer relationship with the home and the community; how to give subject matter a positive value, and finally, how to carry on the three R's while making the child feel their need through association with subjects which appeal to him on their own account. He wrote, "The school cannot be a preparation for social life except as it reproduces the typical conditions of life." Shopwork, cooking, and sewing were some of the activities used to achieve this objective.

Meeting the Needs of Today

Thus the history of education provides ample evidence of the discovery and appreciation, by many educationists, that the formal study of reading, writing, and reckoning alone is not enough to fit the student to take his place as a useful member of society in his community. For at least a century, what we now recognize as industrial arts, home economics, and technical education have proven their worth in systems and methods of education. Students in our schools today live in an age of such advanced scientific, technical, and industrial development that it is inconceivable that anyone should doubt the right of practical subjects to an adequate place in any educational program seeking to equip its recipients to take their places in such a world. The attempt by some critics to classify shopwork in the schools of Alberta and of Canada as a product of recent progressive education is a gross distortion of historical fact.

"Teachers are pressured from all sides to teach this, not to teach that; to individualize instruction and help children develop socially and emotionally as well as intellectually, and to do it in large classes of 35 or more; to use democratic methods . . . but not to let children 'get out of hand'; to give children materials which they can handle and let them progress according to their ability and maturation, but to cover the course of study and be sure that the class is up to grade level on the 'national norm' . . . to adjust instruction to meet the personal-social needs of children and be criticized if the children fail to demonstrate achievement in the traditional content material."
Growing Up in an Anxious Age, 1952, ASCD Yearbook.

The Effective Principal

LEO W. JENKINS

PARENTS, teachers, educational authors, and administrators have classified principals into many categories. In general most principals fall in one of the following nine classifications: (1) the clerks, (2) the delegators, (3) the tryants, (4) the publicity hounds, (5) the educational politicians, (6) the ostriches, (7) the graduate students, (8) the stop gappers, and (9) the effective principals. Fortunately, the ranks of the last group are steadily increasing. It is often necessary for the effective principal at times to operate in all nine of these categories, but he does not remain long in any of the first eight. The responsibility for ridding schools of those who cannot be classified as real educators or effective principals as well as preventing the growth of the other varieties rests with the board of education and the superintendent of schools.

Since it is quite conceivable that there may be some difficulty in recognizing the various types of principals mentioned above, a brief description seems in order.

Eight Unsatisfactory Types

The "clerk" spends a considerable amount of his time on minor details that a clerk or student might well do. He will count, distribute, list, and check all tickets for all school functions. He will personally check attendance and do all other routine checking. All minor, time-consuming tasks will be handled by him personally while the real task of improving

instruction waits and the actual status of instruction largely remains a mystery to him. The tragedy of this situation is the fact that he is generally very honest and conscientious and classifies himself as an excellent principal.

The "delegator" is usually the extreme opposite. He will do nothing that can possibly be handled by some teacher or student. He is either extremely democratic or extremely lazy. Dynamic schools seldom develop under this type of leadership.

The "tyrant" either thinks he knows all the answers, or he knows that he knows none of them and thus uses this means to either give vent to his zeal or discourage questions and situations that may prove embarrassing to him. Whatever the reasons, his actions make both teachers and students exceedingly uncomfortable.

The "publicity hound" does considerable work in advertising all school activities in association with himself. Teachers soon recognize this practice and use whatever means possible to expose him.

The "educational politician" is much more interested in his next position than he is in his present duties and governs all his actions accordingly. Things are said and done to please prospective employers. If projects requiring educational deceit are necessary to impress someone, they are restored to unhesitatingly.

"The ostrich" is a very pleasant individual and generally agreeable but seldom available. He likes to pretend there are no problems and prefers the status quo. If anything disturbing appears, he immediately

resorts to postponement or places it in the future planning drawer of his desk. The more distant the future the better. Schools with "ostriches" generally have many principals for each teacher assumes an autonomous role and solves the problems affecting his class in whatever manner he sees fit.

Able But Preoccupied

"The graduate student" is generally found in a community located near a university. His duties as principal are often quite secondary to his graduate work. The clerical staff as well as parts of the commerce classes are busy with his term papers and the chapters of his thesis which must be typed and re-typed. Periodic tests at college causes the postponement of regularly scheduled faculty meetings. Certain classes or teachers become the guinea pigs for questionnaires and surveys. The "graduate student" occasionally exerts a good influence by encouraging teachers to take advanced professional work. This principal has many good qualities as a rule. His chief weakness generally is found in his planning, for he is usually in a hurry to complete his graduate work. He has not learned that only a distinctly strong person can do two full-time jobs well at the same time. As time goes on, even his most severe critics wish for his success or failure at college so long as it can be accomplished quickly.

"The stop gapper" is in education as a temporary expediency. He plans to quit next year to enter business or personnel work. Unfortunately, for the school next year seldom comes. This principal does a minimum amount of constructive work and is often completely bored. He is agreeable to most suggestions for changes—good or bad. They won't affect him because he's quitting this school business. Improvement of instruction in this school is sporadic and accidental but seldom planned. Several

teachers with followings are busy jockeying for the principalship. Morale in this school is neither good nor bad. It may best be described as indifferent.

Twenty-Four Qualities of Effective Principal

The effective principal who might well be classified as a real educator and chief teacher is distinguished by the following traits, actions, and characteristics:

1. He is thoroughly trained as a teacher and supervisor and actively interested in improving himself educationally.

2. He is interested in the teaching performance and growth of all his faculty and the effects of their instruction on the pupils.

3. He possesses the ability to cause the school to run smoothly.

4. He inspires confidence in his faculty and causes them to desire to study problems that will make for a better school.

5. He is easily approachable by faculty and students.

6. He is sympathetic toward and earnestly tries to understand the problems of each department as well as their relationship to each other.

7. He tries to facilitate the professional growth of all deserving faculty members even if it may mean their leaving his school.

8. He considers himself a friend and co-worker of each teacher and not boss.

9. He is always kind, courteous, considerate, honest, fair, impartial, sympathetic, well groomed, and free from annoying mannerisms.

10. He is self-reliant and confident in his ability to do a good job.

11. He has the qualifications desired in a principal by the community.

12. He possesses outstanding executive ability.

13. He makes certain that the best possible courses of study are available for all pupils.

14. He popularizes all desirable

phases of school life so that the community will be interested in and proud of the school.

15. He makes wise assignments of teachers as to the subjects and pupils they teach and then protects them from interruptions, unnecessary administrative details, and unjustifiable criticism.

16. He develops a well-balanced school program in keeping with the philosophy of the school.

17. He learns the background of each teacher and endeavors to have each one develop his talents for the benefit of the school and teacher concerned.

18. He organizes and administers worthy teachers' meetings.

19. He sets an example for efficiency, interest, and professional growth.

20. He improves study habits for teachers and pupils.

21. He organizes and administers an efficient office.

22. He is a gentleman at all times.

23. He directs the social and educational life of the students and he is deeply concerned for their moral welfare.

24. He knows good business methods and uses them.

The School Board's Responsibility

Whether a school has an effective principal depends to a great extent on the board of education and the superintendent of schools. It is generally known that by definition the principal is the chief teacher in the school. Less often, however, is this fact fully appreciated. If the oldest

teacher in terms of service in the school or the most faithful teacher inherits the principalship as a reward for services rendered, the school board should not be dismayed when it discovers a weak principal in its midst. It must be borne in mind that the mere running of a school does not make one an effective principal. Any selection is, of course, a gamble. Frequently, an ambitious teacher is given the principalship in an on-the-job training arrangement. Although this arrangement diminishes the ever present risk, it is far from ideal.

A good situation is one where the board elects a professionally trained person whose personal and professional qualifications are such that he can offer genuine democratic educational leadership both in the school and community. He should be someone who demonstrates that he knows either through experience or study the proper relationships between himself and the community, the board of education, the superintendent, the faculty, other schools, and his own profession.

He should be someone who fully appreciates that at least fifty percent of his time must be devoted to supervision. Since it should be elementary to the board of education that in the last analysis good instruction depends upon the principal, no compromise should be made in the field of supervision.

It is the responsibility of the board to recognize an effective principal, employ an effective principal, and maintain a school organization wherein it is possible for an effective principal to operate as such.

"Culture in Canada" provides a condensation, for quick reference, of the report of the Royal Commission on the National Development of the Arts, Letters, and Sciences. This 65-page booklet, edited by Albert A. Shea and prepared under the direction of the CAAE, includes introductory and explanatory notes as well as summaries of the Commission's findings and recommendations in each field.—CEA Newsletter.

Common Errors on the 1951 Grade XII Examinations

N. A. WAIT

ATA Representative

High School and University Matriculation Examinations Board

IN compliance with a request made by the Alberta Teachers' Association, sub-examiners were invited by the Department of Education to submit reports on the common errors made by students who wrote the June, 1951 Matriculation examinations. Material provided by the sub-examiners in response to this invitation was consolidated into a report by the chairman of the group. Permission to publish these reports has been granted by the Examination Board.

The various marking groups seemed to approach their task with varying view points and varying fields of emphasis. Since the information set forth is the product of a group it may be regarded as authentic and worthwhile; certainly it contains many enumerated points which may be used by teachers as a guide to setting up drill procedure.

In the interests of the highest aims of pedagogy, the material herewith set forth should not be regarded as an aid to better "examination writing procedure," but as a help to earnest teachers in the improvement of scholarship standards.

English 3—Literature

1. A good many students have not had impressed upon them the importance of reading the instructions provided before attempting the question. This was particularly evident in question 1, where frequently no attention was paid to "in the first speech," in question 8, where students frequently gave a point about each paragraph, rather than stating contrasts, and in question 47, where failure to read the instructions pro-

duced a wide variety of peculiar and unsatisfactory results.

2. A great deal of very bad spelling and sentence structure was apparent, many students being quite unable to express themselves at all decently. Frequently a student would make a reasonable good attempt at interpretation and appreciation, but a deplorable attempt at expression. Writing was, in many cases, atrocious. Question 47, involving punctuation, was not well handled. Finally, it may be noted that student vocabulary was in many cases extremely limited.

3. Teachers should have drawn to their attention the fact that, when teaching the sonnet, they are teaching but one of a number of poetic forms. Where the student had been well taught respecting the sonnet, and had drawn to his attention the fact that other forms exist, the Villanelle question occasioned little difficulty. But too frequently students revealed the fact that, while they knew something of the sonnet, they were thoroughly at sea when it came to the transfer of that knowledge to the analysis of a Villanelle.

Illustrative material respecting Part 2 of this report:

(1) Question 2: "He go right on taking about the weath."

(2) Question 3: "There is emphasis on dispis'd by putting it last."

(3) Question 9: "A person will brage that things are easily but trial shows differently."

(4) Question 13: "The paint strocks."

(5) Question 16: "Sounds that oc-
(Continued on Page 33)

Common Errors on the 1951 Grade IX Examinations

W. G. E. PULLEYBLANK

ATA Representative

High School Entrance Examinations Board

English Literature

1. Many candidates did not seem able to follow simple directions. There was also great carelessness in the handwriting of letter answers. In many instances it was difficult to distinguish an 'a' from an 'e' or an 'a' from a 'd.'

2. There was evidence of insufficient practice in the use of descriptive adjectives and in the interpretation of the feeling expressed in a selection.

3. The run-on type of sentence was much too commonly used. Punctuation was ignored.

English Language

1. Spelling continues to be very weak.

2. There seemed to be evidence of much guessing in the question on usage. The pupils seemed to be unable to apply rules of grammar to reason out an answer.

3. Questions concerned with strictly formal grammar were poorly handled. On the question dealing with clauses and phrases, hundreds of pupils did not receive a single mark.

4. The majority of students did not know how to make an outline.

Social Studies

1. The map question revealed a marked inability to spell the names of continents, oceans, cities, etc., correctly. "Eurasia" was given for both Asia and Europe. The Tropic of Cancer was confused with the Equator and with the Tropic of Capricorn. The location of Sweden, Greece, and Italy was unknown to

many pupils. There was evidence of a lack of practice in dealing with a Polar projection map.

2. To many pupils the meanings of the terms "Capitalism," "Socialism," "Dictatorship," etc., were not clear.

3. The word "monopoly" was frequently misinterpreted.

4. The word "culture" was frequently misinterpreted. Many pupils considered it to be synonymous with "standard of living."

5. A lack of skill was evident in graph interpretation; and the date of World War I seemed to be a matter of conjecture.

6. There was an overuse of capitals. Pupils did not know when to use them. Apostrophes were neglected both in indicating the possessive and in indicating contractions. Where the instructions asked that the answer be written in sentence form, the pupils either failed to read the instructions carefully or did not know what constituted a complete statement.

Mathematics

1. The use of signed numbers in the fundamental operations was weak.

2. Equations showed weakness in transposing terms, division by a literal coefficient, the use of decimals.

3. Rounding off a number was poorly done.

4. Many left a fraction in the form

$$\frac{19}{12}$$

$$\frac{5}{12}$$

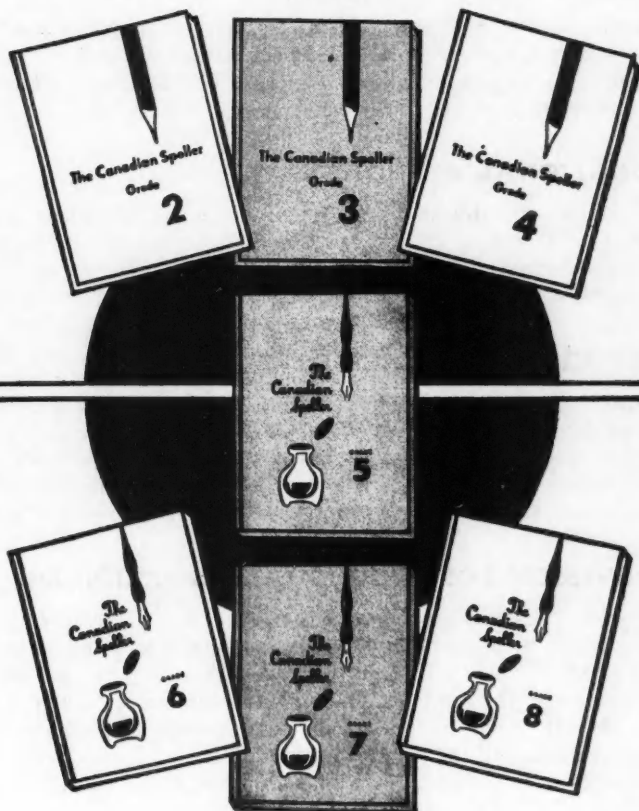
5. Many used one letter for different quantities in the same problem.

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- ***Canadian* Word List**

The vocabulary of *THE CANADIAN SPELLERS* is based squarely on studies by the author and his graduate students of the words Canadian children use in their free writing. This Canadian study is unique in its rigid control of the factors that assure that the words selected are truly representative. These factors include careful selection of children for the study so that their number bears the same proportion in the study as it does in the total population with respect to national origin of parents, occupation of parents, rural and urban residence, regional areas of Canada, and sex of pupils. The types of material written were also carefully controlled, and added validity was assured by having the material written at different seasons of the year.

Because of its magnitude, and its complete integration with the needs of Canadian children, this is the most valid word count extant on which to base a series of spellers for Canadian schools.

- ***Canadian* Illustrators**

The delightful pen and ink drawings which serve as visual aids to learning were especially drawn by Canadian illustrators.

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Science

1. The Science Group also noted a careless reading of instructions or an inability to follow written directions. A considerable number of papers had a whole page devoted to the trials and tribulations of the

early settlers in this and other countries, which had nothing to do with time-telling devices, the topic of the question.

2. There was evident confusion in the interpretation of "speed" of boiling and "temperature" of boiling.

Common Errors on Grade XII Examinations

(Continued from Page 31)

cure in a painters gallery and the action done."

English 3—Language

Considerable thought was given to this matter by the sub-examiners of the English 3 Language Examination 1951. The common errors are the following: the cure lies with the teacher.

1. The group which marked the essay for style makes these comments:

(a) The most common fault in the essay is the general lack of something to say.

(b) The essays frequently showed lack of originality and lack of sincerity.

(c) There were a few thought-provoking titles.

(d) Most lacked vivid words and had too many trite and commonplace expressions. Colloquialisms that occurred with regrettable frequency were: onto, guys, hollering, all of a sudden, in back of, etc.

(e) Sentence structure was poor; parallel construction, balanced, and periodic sentences were lacking.

(f) There was a woeful lack of variety in sentence beginnings.

(g) Too frequently the essays consisted of merely repeated ideas.

2. To the group which marked the other part of the Language Paper, the following errors appeared with monotonous and painful regularity:

(a) Many common grammatical errors were not recognized by a large number of students in the use of, e.g., "due to," "best of the two," "of we two," "between him and I," "more preferable," "to simply include," "John and myself," the dangling participle, etc.

(b) Students appear to be sadly lacking in knowledge of punctuation, particularly in the use of commas and the semicolon. Brackets are used too frequently in place of the dash. Too often quotation marks are not completed.

(c) Precis writing is generally poor. It would help students to make an outline of the fundamental thoughts first. Sentence structure was poor here also.

(d) Students are weak in picking out the main thought or argument. This weakness works to their disadvantage in questions based on the book of essays, on the paragraph, and the precis.

(e) Spelling seems to be a matter of "everyone for himself." Witness the following gems: umen beans (human beings), nobal (noble), lissener, angziety, melincoilly, adews, tourchourous, etc., etc.

(f) Questions on grammar were very poorly answered as a rule.

(g) There were far too many deductions for form in the original essay, because of lack of neatness, failing to indent, or improper spacing.

(h) Students did not read the questions carefully.

(i) Students did not check and revise their work.

(j) There was a serious weakness in vocabulary, although the questions were not difficult. This lack appears to be a result of little application or reading during the somnolent years of Grade X and XI.

Social Studies 3

1. There is occasional departure, in the essay, from the theme assigned. e.g.: "Japan Today" essays would devote considerable space to pre-war or wartime Japan. In like manner, students writing on "U.S. Foreign Policy" would deal at length with domestic affairs.

While the wording of the instructions "150 words or more" is quite clear, some students penalize themselves in relation to others by holding strictly to the 150 word limit. The 300 to 400 word essays appear to be standard in obtaining high marks.

2. The mark received for the paragraph (question 10) tended to be lower than that received for any other question on the paper. Students seemed to interpret the instruction "... continuing or developing the thought" so as to emphasize unduly the last one or two phrases of the quotation, thus failing to deal with the general topic on which they were actually being examined.

English Errors in Essay

3. (a) Words commonly misspelled: Attacked, allegiance, Britain, Canadian, dispute, destroy, control, government, hungry, until.

(b) The apostrophe was frequently omitted or misplaced. Hyphens were ignored, especially in compound adjectives involving participles. Capitals were frequently used where small letters were required. Considerable ignorance of the correct use of the comma was manifest.

(c) There was extensive use of the ampersand (&) in place of "and." Mistake in word usage included "there" for "their"; "loose" for "lose"; confusion between "to" and "too"; a very extensive use of colloquialisms, jargons, and slang.

Grammatical errors revealed misuse of "like" and "so." Such words as "as" and "due to" are used incorrectly. Prepositions of this type appeared: *in behind, up until, in over.* "Who" was often used for "which." Weakness was evident in the use of the past tense, especially the past perfect.

The run-on sentence is still encountered too often. The wide use of *Time* magazine and similar publications may be responsible for this type of sentence error.

The group marking the English of the essay are generally agreed that there has been some improvement in the writing of the essay over that of previous years.

Algebra 2

1. Graphs

(a) In the majority of cases, plotting the coordinates and drawing the graph, were simply mechanical processes. Students did not give solutions, nor otherwise interpret the graph, as was required. E.g., Question 31 (a)—The coordinates required in the solution were seldom given.

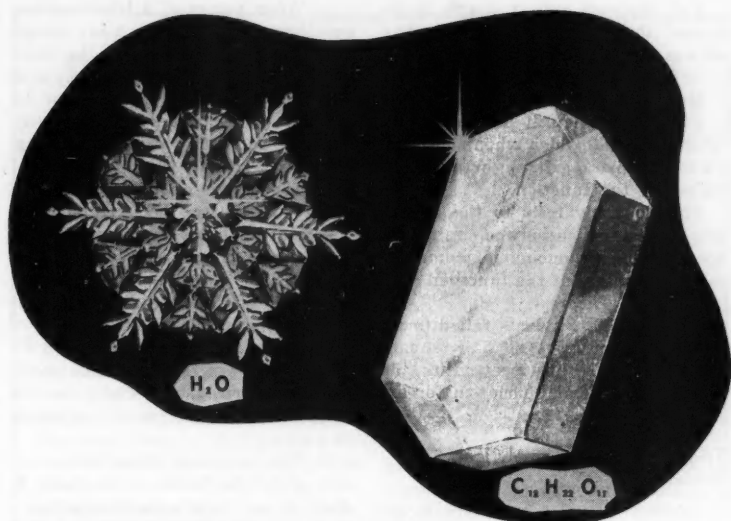
(b) In general, students failed to label the axes and, in addition, neglected to indicate the scale. Frequently, when the scale was indicated, it was too small to obtain accurately the solution.

2. Algebraic solutions

In solving algebraically question 31 (b), many pupils gave x values but neglected to give y values.

3. Derivatives

(a) In question 35 (b), few students were able to find the derivative, and rarely did the answer occur in which both positive and negative signs were indicated.



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"LOOK FOR THE MAPLE LEAF"

(b) Students appear unable to interpret the meaning of the derivative as was required in question 35 (c).

(c) Maxima and Minima

Question 38. Pupils failed:

(1) To distinguish between views of the variable which when substituted would give maximum or minimum values of the function.

(2) To apply tests to the derivative to distinguish between values of the variable producing maximum or minimum values of the function.

4. Binomial Theorem

Question 40. Students failed to recognize (square root) 26.5 as (square root) 25+1.5 thus preventing the use of the Binomial Theorem for approximations.

Trigonometry and Analytical Geometry

Common errors noted when examining the Trigonometry and Analytical Geometry paper may be classified into definite groups. Some errors and their examples from various questions are hereby noted.

A. Common errors in algebraic work

1. Inability to clear an equation of fractions. e.g. Question 41.

2. Inability to factor correctly. e.g. Question 41.

3. Tendency to cancel TERMS in algebraic expressions. e.g. Question 47 (c).

4. Inability to bring algebraic fractions to common denominator. e.g. Question 47 (a).

5. Inability to use the quadratic equation solving formula correctly or accurately. e.g. Question 41.

6. Failure to recognize quadratic equation in the form of

$$\tan \theta - \frac{1}{2} - \frac{3}{\tan \theta} = 0$$

(Example of error)

$$\tan \theta - 3 = \frac{1}{2}$$

$$\tan \theta = 3\frac{1}{2}$$

7. Inability to transpose algebraic terms correctly. e.g. Question 42.

B. Common Errors in Trigonometric Work

1. When values of a trigonometric functions were known, many errors were made in converting to the angle value, either by placing the angle in the wrong quadrant by sign, or by using a wrong value in complementary or supplementary values. e.g. Question 41.

2. There were many examples of a failure to relate the trigonometric function to a right angle triangle structure. e.g. Question 43.

3. Errors were made frequently by students insisting upon the use of a formula, despite the lack of proper data to fill it. e.g. Question 43.

4. The use of the cosine law created many errors, especially in the computation of the result. e.g. Question 44.

5. The examiners noted as a common error the failure of students to draw an accurate scale diagram as a means of checking (approximately) results obtained. Furthermore, it might be noted that a proper diagram would in many instances have aided the student in the solving of the problem.

6. Failure to distinguish between sum of functions of angles and the function of the sums of angles. e.g. Question 45.

$$\tan 27^\circ 39' - \tan 24^\circ 30' = \tan 3^\circ 09'$$

There was a tendency to treat trigonometric equations with methods which neglected the fact that trigonometric functions must be taken into consideration when calculations are made using the formula. e.g. Question 46 (b).

Because:

$$\sin (x+y) = \sin x \cos y + \cos x \sin y$$

$$\sin (x-y) = \sin x \cos y - \cos x \sin y$$

e.g. Question 47 (b).

In this example the simple method was discarded in favor of a complicated calculation.

C. Common Errors in Analytical Geometry

1. Failure to draw complete, accurate figures to aid in planning solutions, and as a means of checking

BIG NEWS FOR SPORTSMEN

about Orange-Crush

The following is a letter received by Orange Crush from Lloyd Percival, Director and Head Coach of Sports College.*

"Sports College recently tested various soft drinks and their effects, if any, on the training athlete. A soft drink testing project was given a high priority at the College because the role of the soft drink in the training of athletes is a controversial problem. Many training experts ban all soft drinks in their conditioning programs, others consider any soft drink to be suitable. Sports College felt a careful study of the problem was needed to establish a factual background on which athletes and trainers could form an opinion.

We found that some soft drinks can have a place in an athletic training program while others should be strictly avoided. The only brand of soft drink we can



recommend for athletes is Orange-Crush and certain types of Ginger Ale. Some of the rea-

sons Orange-Crush was able to earn a seal of approval were: It is made from natural orange juice . . . any colouring used is not detrimental . . . it is made and bottled under the most hygienic conditions . . . it contains no artificial stimulant. In addition, Orange-Crush seems like a good bet for use as an after activity jack-up, as it helps replenish the carbohydrates one uses as energy fuel during activity.

When given practical testing in the Sports College Testing Groups it was found to be popular and definitely not harmful. Orange-Crush is highly recommended for use at any time a soft drink is indicated for athletes."

*Sports College Association is a nation-wide, non-profit public service project, operating on letters patent from the Secretary of State, designed to help raise the standard of national fitness, sports efficiency and health in Canada.

Orange-Crush

(approx.) results. e.g. Question 48, 50, and 51.

2. Failure to assign correct values to the major and minor axes of the ellipse. The tendency to confuse the use of "a" and "b" when the major axis changed its parallelism from the x-axis to the y-axis was very noticeable.

3. Failure to take into consideration the fact that if the centre of the ellipse is not at the origin, there must be used for calculation purposes the formula,

$$\frac{(x-\frac{1}{2})^2}{a^2} + \frac{(y-2)^2}{b^2} = 1$$

and not the formula,

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$$

4. In problems where general proofs were required, students failed to

i. show the ability to choose a plan of proof and fulfill it.

ii. show the ability to adapt algebraic and geometric formulae and procedures to the work. e.g. Question 53.

(a) students could not use knowledge of ratio and proportions.

(b) students attempted to use theorem of Pythagoras. e.g. Question 42.

(a) students used wrong equality (MB—C—MA) in order to obtain the factor $-2bc \cos A$.

5. The examiners noted a weakness in the accuracy of knowledge of fundamental formula and knowledge. e.g. Question 55.

Students were unable to place this data on a proper axes to use the correct formula.

D. Common Errors in Graph Work

Students failed:

- i. to label axes
- ii. to mark scales
- iii. to mark curves
- iv. to mark solutions on graphs
- v. to distinguish between "plotting" and "sketching"

vi. to distinguish between the curves of $\sin 2x$ and $2 \sin x$.

E. Common Errors in Computation

(i) Students failed to recognize the necessary requirements. e.g. Question 45—Many found the height of the tree (and bank).

(ii) There were many inaccuracies in logarithmic calculation—signs of characteristics, mistaken additions instead of subtractions, and vice versa, errors in use of tables, particularly, the use of difference columns.

(iii) There were the usual inane arithmetical errors.

In general, the examiners were critical of the refusal of students to set down their work in a systematic, neat, legible form. It was amazing the examples of computation done by long multiplication, division, and finding square root.

Biology 2

1. (d) "homology" instead of "taxonomy."

(o) "habit" instead of "memory."

(w) "antiseptic" instead of "aseptic."

2. (f) Just the term "vacuole" was not given a mark. Correct terms were "food vacuole" and "contractile vacuole."

(n) "plasma" instead of "lymph."

(o) "blastula" instead of "gastrula."

(r) "hypha."

(t) "embryo" instead of "cotyledon."

3. Many students overlooked the "Basis of Comparison." For example, items (g) and (h) were defined or described and were not compared on the basis of their functions. Other examples were parts (k) and (l); (s) and (t); (u) and (v); (w) and (x).

4. The scientists were not known any too well.

7. (a) Very poorly done. Only about 10% of the students were able

INDUSTRIAL ARTS FOR TEACHERS

The Provincial Institute of Technology and Art, Calgary is now co-operating with the Faculty of Education of the University of Alberta by giving shop courses required in the program leading to the degree of B.Ed. in Industrial Arts. This program extends over four years, during the first three of which shop courses are given at the Institute. At the same time courses are given in professional subjects at the Calgary Branch of the Faculty of Education. The work of the final year is given at the Faculty of Education in Edmonton.

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to label five or more parts correctly. A great number of students were naming organs of other systems.

8. Diagrams in most cases were very poorly done.

(a) Some students drew the organs of a frog. Very few students indicated that the bile duct and the pancreatic duct join together and then enter the duodenum by a common duct.

(b) Some students drew an animal cell.

(c) This diagram was the poorest. Many students drew a bean seed and not a corn grain.

9. (a) The necessity for a semi-permeable membrane was quite often omitted.

(b) Most students gave roots,

stems, and leaves as the three regions of growth instead of root tips, cambium, and buds.

10. (a) A great number of students thought they were dealing with black and white (spotted) animals and not a herd of all black and all white animals.

(b) Very few gave the correct ratio of 9:3, 3:1.

11. Many students misunderstood the principle to be explained. They described the physical and not the biological principle. Very often no examples were given.

51. The Common Errors:

(a) Pupils interpret the asbestos diaphragm as a cup or a container,

(b) interchange cathode and anode,

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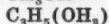
May 1, 15, 29; June 12, 26; July 10, 24;
Aug. 7, 21; Sept. 4, 18; Oct. 2, 16, 30;
Nov. 13, 27.

(c) interchange hydrogen and chlorine,

(d) similar interchange in part b.

52. Pupils can write names much better than formulas.

53. Aluminum in chromealum quite frequently.



Those who made mistakes quite commonly called them hydroxides.

53. (e)—Propyl alcohol appeared frequently.

54. Oxidation — Reduction not known very well.

55. (a) A common error to introduce lead into the equation. Many had H_2 and F_2 being evolved.

(d) Most errors—left out water.

56. Solubility rules not known.

57. Teachers have not emphasized the metallurgy of copper.

58. Common error—confused with mfg. of glass.

60. Common error—the 90% was not properly used.

62. Many arranged the elements in reverse order.

63. A small number could explain the disappearance of the precipitate. Their use of terms was poor.

Physics

51. (g) "moment of force"—omitted to distinguish distance with perpendicular distance.

(h) more attention needed to understanding of "coefficient of friction."

N.B.—showed a lack of under-

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standing of "force" and "power," "work" and "energy."

52. Confused:

(i) "vaporization," "evaporation," and "boiling."

(ii) "efficiency" and "mechanical advantage."

53. "motors" confused with "generators."

54. "choke coil" not understood—failed to relate diagram to choke coil.

55. (d) Many students thought antimony and some other metals contracted when heated. Failed to distinguish between expansion of a solid and expansion on solidification.

(e) Law of conservation of matter was accepted by students without modern modifications which recognizes that matter can be converted into energy.

(f) Many believed non-conductors of electricity could not be charged with static electricity—failed to distinguish current and static electricity.

(j) Students failed to understand "magnetic transparency," and "permeability"—often confused the two.

57. Many students used specific heat of ice in computing amount of heat to melt ice, and also to heat the melted ice.

Many students did not know the relationship between H.P. and watts.

Many students who tried to use the equation $S = \frac{1}{2}a(2t-1)$ became hopelessly confused. Might be better to drop this equation from all teaching of the course.

French 3

The common errors noted by the French III examiners are as follows:

1. Question I

(i) "a mesure" for "sur mesure."

(vi) "plusieurs de" for "plusieurs."

(x) "le médecin" for "au médecin."

(xiii) One "s" in "ressemble," and no following preposition.

(xiv) Almost anything instead of "de la nôtre"—very poor knowledge of the possessive pronoun.

(xvii) "La plupart des"—"s"

usually omitted from "des."

2. Question II

(i) (a) "dire" for "raconter."

(b) "savoir comment" for "savoir" before an infinitive.

3. Question III

(i) Inadequate knowledge of the masculine possessive before a vowel (son invitation).

(vii) Inadequate knowledge of the use of "en."

4. Question V

Points lost were due to:

(a) Misspelled words, e.g. "passe-ports" for "passeport."

(b) Use of the wrong part of speech because of careless reading—e.g. "voyageur" for "voyager."

5. Question VI

Students should again be cautioned NOT to translate, but to give a cognate of the French word given.

6. Question VII

(a) Inadequate knowledge of the passive. e.g. "nous nous réveillâmes" for "nous fûmes réveillés."

(b) Use of the Past Anterior, instead of the Pluperfect after "quand."

(c) Wrong position of adjective and adverb modifiers, e.g.—"un très tranquille chien" for "un chien très tranquille," and "nous tous dormions" for "nous dormions tous."

(d) Use of the conjunction "en moins que" instead of the prepositional phrase "en moins de."

(e) No preposition after "dire" preceding the infinitive, e.g., "dire se lever," instead of "dire de se lever."

(f) Lack of familiarity with the use of "pouvoir"—"we may save" translated by "sauvions" and "they could do" translated by "pouvions" or "pourrions."

(g) Translation of "alas" not known.

(h) Promiscuous alternation of Past Tenses.

7. Questions VIII and IX

In these two questions a distinct weakness in English spelling and grammar was noted, e.g., "approched"

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for "approached."

8. Question X

Liaison was often wrongly shown across, commas and apostrophes, e.g., "heures, il" and "n'étais."

9. Question XI

(iv) "tout à coup" for "tout à l'heure."

10. Question XII

(a) Failure to distinguish between passive and active, e.g., "Zerbino et Dolce mangeaient par les loups," for "Zerbino et Dolce s'étaient mangés par les loups."

(b) Very poor choice of tense, e.g., in Part I, Imperfect, Past Indefinite, and Present were used promiscuously.

Latin 3

1. The students' papers showed a general lack of preparedness of authors.

In many cases translations offered by students had obviously been memorized without reference to grammatical constructions, such as subject and object of sentences, and active and passive forms. In this there was some difference of opinion among members of the group as to the relative importance of a flowing, idiomatic English style versus a more literal (though grammatical) translation showing understanding of the Latin.

2. The questions on syntax taken from the authors showed improvement over past years, but there is still weakness in that work.

3. Question 5, based on prepared translation, showed great lack of knowledge of syntax and lack of ability on the part of students to follow the grammatical constructions. This was an excellent type of question, badly answered. Good students, however, did it well.

4. Question 7 consisted of answering in English questions based on a simple piece of sight translation. Students did not read the questions carefully and frequently gave answers which did not apply.

5. In question 8 very poor answers

appeared generally in parts (d), (h), (m), and (o).

6. Question 10 was generally well done, though many overlooked punctuation as it affected the meaning. Many also disregarded actives and passives. In a simple extract as readable at sight as this one, the group felt that students should distinguish between these forms.

7. English spelling, punctuation and sentence structure in all questions involving their use were bad.

8. The group was impressed by the fact that the Latin 1 foundation is weak. Students do not know the singulars and plurals of nouns and pronouns. They have also particular difficulty in distinguishing between adjectives and pronouns, and are continually misled by their confusion in English between the possessive forms of pronouns and possessive adjectives. The Grade XII English text should, however, be a good ally in this regard.

The "Three M's"

When the question of a return in school teaching to the "three R's" was discussed at the annual meeting of the Leeds and District branch of the National Association of Schoolmasters a member said he had been told of the "three M's" of education. A parent had defined them as "Milk, Meals and Mucking About."—The Times Educational Supplement.

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Kelso High School

(Continued from Page 23)

ped in 1919, and replaced by the county as the unit. Cities govern their own systems. The Director of Education for the county is like the Alberta superintendent, except that he is wholly the servant of the County Council. The Department has officials—His Majesty's Inspectors of Schools—who visit the school annually and make reports. There are inspectors for infants, for elementary pupils, and for related subjects in high school.

This little sketch of a small town high school does not seek to give the philosophy of Scottish Education. That is set forth well and clearly in a publication of considerable size. At this stage, I would not venture an opinion on the system under which

I work. I have six more months in which to cross-examine my ideas. A person who returns to Scotland after a long absence, and who has not kept in touch with developments, is surprised at the number of changes—especially in the buildings. A dining hall serving a good hot meal at a cheap rate every day! I remember the noon hour when we used to gulp down the intact portions of our lunches under the hedge or wall, and rushed to play football. Now the meal takes time. This is one change only, but it has quite altered the pupil's school day. So has the bus—the pupil is whirled home at 4 p.m. without the opportunity to investigate beehive and bird nest, bog and loch, in the company of his peers.

Teachers Must Live

(Continued from Page 12)

well-trained and well-paid teachers. Nothing else will do. The teacher shortage is serious. Statistics show that it is proving increasingly difficult to attract a sufficiently large number of capable persons into teaching. Salaries in industry and business are luring people away from the teaching profession.

The teacher is as important a contributor to the maintenance and improvement of our culture as is the

architect, doctor, lawyer, judge, or tradesman. Trustees and citizens in general recognize the worth of our teachers; but the day of working for noble idealism at a pittance salary is past. Cost of living, not idealistic love for teaching, is the only basis for wage adjustment. The way to appreciate the teachers' effort is to pay them a salary commensurate with their worth and their social contribution. **TEACHERS, LIKE TRADESMEN, MUST LIVE!**

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Family Living Education

(Continued from Page 16)

that any agency which enjoys the confidence of the children and their parents—such as a church, a mothers' club, a community league, a Home and School Association, etc.,—could serve as well as a school in organizing and operating such a program. The essential ingredients of success are patience, a gradual approach, tact, and understanding, some knowledge of the subject, and a continuing institution to initiate and conduct a long-range project. The books are relatively inexpensive in view of the benefits that may be achieved.

Finally, it may be within the realm of possibility that the methods being developed in the Forest Heights School area—or some similar approach by school authorities, churches, community agencies, etc.—will be found an adequate as well as acceptable means of satisfying the need for Family Living Education in Alberta.

Bafflegabb in the Program of Studies

(Continued from Page 10)

"The child should show that he has acquired an attitude of admiration for the work of the pioneers in shaping Canada as a free democratic country," that "the acquisition of this attitude grows out of the study of the content material. In other words, skills, habits, and attitudes are concomitant learnings."

"But surely," they say, "concomitant learnings are not specific objectives of teaching." At that point they begin scanning the "help wanted" columns in the daily press or making contacts with the oil industry. Can you blame them—much?

Salary Schedules

Most of the teachers' salary agreements run from September 1 to August 31, although the fiscal year for the school board is from January 1 to December 31. The Executive Council of the Association has considered whether or not it would be advisable to recommend that all agreements should be for the calendar year to coincide with the fiscal year. However, the change in dates may result in some financial loss to teachers if the new schedule becomes effective January instead of the preceding September 1. This matter is brought to the attention of the local executives and negotiating committees, with the recommendation that they consider the advisability of having schedules changed to run from January 1 to December 31, providing that the change does not mean a loss in salary to any teacher.

In 1949, the Edmonton Public School Board had nearly 1400 left-handed pupils in its schools. As an experiment, the Board purchased 100 left-handed desks for use by the left-handed pupils in certain schools (see News Letter, May-June, 1950). At the end of one year, every principal in whose school the desks were used, reported that the teachers found the left-handed desks much more suitable for left-handed pupils than were the standard right-handed desks. In 1950 the Board purchased an additional 350 left-handed desks.

Early in 1951, a survey was made to ascertain if the teachers and principals found these desks sufficiently helpful to warrant the purchase of more. The survey indicated conclusively that the teachers preferred left-handed desks for left-handed pupils. As a result, the Board purchased another 200 of these desks for the opening of schools in September, 1951.—CEA Newsletter.

April, 1952



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Business Looks At Education

IN GERMANY it was "guns or butter." Guns won, and Germany lost. In America, as the cold war takes more of our cash and time, it may become "guns or schools." If we choose either we lose. Somehow we've got to have both.

Guns have been getting both money and attention, but education has been going short. The schools are bursting at their seams. Thirty-three million Americans picked up their books in September. Over 24,000,000 of them trooped off to elementary schools, 6,500,000 to high schools, 2,500,000 to colleges, universities, and professional schools.

But some of them lack seats to sit on. Some of them haven't enough teachers. Some haven't as good teachers as they need. In the last 50 years the school population has doubled. We have built up a wonderful investment in buildings and equipment, in teaching staffs, in the ideal that every child shall have a chance at all the learning he or she can profit by. We have come to take all this for granted.

There lies the danger. Businessmen know that taking anything for granted means neglect. In these last years our fine free education system has

been suffering from undermaintenance.

What can the businessman do about it? First, take a new look at the matter. Frank Abrams, chairman of the board of Standard Oil (New Jersey), says our country depends for its very life on people that are educated, productive, tolerant. And only that kind of people can make our business system dynamic and flexible.

So the board of directors of Standard Oil encourages its people to take an active interest in the public schools where they live. It wants more of them to serve on school-boards, participate in the parent-teacher associations, take part in citizens committees to bring schools up-to-date, and improve the quality and pay of teachers. It will even grant company time for this.

The Standard Oil pattern is worth thinking about. It costs time, energy, interest, and money. So does everything else that is worth doing. Unless businessmen back up our schools, we can have neither a strong nation nor a strong economy.

—Editorial in *Business Week*, October 13, 1951. Inserted by Senator Lister Hill in the *Congressional Record*, October 16.

TAXED OFF WHEELS AND WAGES

In 1951, Canadians bought 45,000 fewer motor cars than in 1950. For the 45,000 fewer cars bought, however, Canadians paid \$53 million more in Federal taxes.

Sales of motor cars in 1950 totalled 429,000. In 1951 sales dropped to 384,000. But while taxes on 429,000 cars in 1950 were \$91 million, taxes on 384,000 cars in 1951 were \$144 million.

These figures come from the Canadian Automobile Manufacturers' Research Service.

From this extraordinary taxation

(passenger cars are subject to a 25 percent excise and 10 percent sales tax) two things resulted: (1) employment in automobile factories dropped from 37,000 workers to 30,000 workers; (2) monthly wages in the same factories fell from \$11 million to \$7 million.

Meanwhile, Mr. Abbott finds himself with a surplus of \$700 millions—a surplus which, despite no halt in Government extravagance, he has been unable to spend.

—*The Ottawa Journal*.

The ATA Magazine

Association for the Study of Exceptional Children

In November, 1950, a group of persons interested in the study of Exceptional Children formed an association under the Presidency of A. A. Aldridge, provincial supervisor of guidance. During the first year dinner meetings were held at which speakers who were authorities in their fields gave addresses. These lectures have been incorporated into a Yearbook which will be available in the near future.

The Association is now affiliated with the International Council for Exceptional Children under the title Northern Alberta Chapter No. 178 ICEC. Meetings are held each second Thursday of the month at 8 p.m. in the Lounge of Victoria Composite High School. Membership is open to all groups and to any person interested in the education of exceptional children. The term "exceptional" is widely misunderstood. In our association it refers to any deviate from

the normal in either mental, physical, emotional, social and/or multiple handicap. During the present year a study is being made of the gifted child.

When we consider that over 12 percent of the school population fall under the heading of exceptional, and realize the variety of the deviations, we are forced to acknowledge that here is a challenging situation. Since 90 percent of these cases are to be found in the regular classrooms some orientation toward the characteristics of the various types of exceptional children would seem to be imperative. To meet this need the Chapter has asked that a course be offered during the coming Summer Session.

G. R. Conquest, director of secondary education and guidance in the Edmonton Public Schools is now the President. A cordial invitation is extended to attend the meetings.

Sister M. Rose, Secretary.

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Personal



Future Teachers of Alberta Visit Barnett House

Harold C. Melsness, former president of the Alberta Teachers' Association, and now on the staff of the Faculty of Education, with members of his class visited Barnett House recently. Shown in the above picture with Mr. Melsness and the students are, fourth from the left, standing, F. J. C. Seymour, assistant general secretary, and right, Eric C. Ansley, general secretary, and Betty Berry, assistant secretary of the Teachers' Retirement Fund.

William H. Noble, manager of the School Book Branch for 36 years, retired at the end of March. The thousands of teachers who have visited the School Book Branch have been impressed with Mr. Noble's efforts to make the best books at the lowest prices available for teachers and pupils, and for his willingness at all times to show teachers the books and discuss how they could best be used.

Mr. Noble was born in Bedford, England, where he served his apprenticeship in a book and stationery trade before coming to Canada in 1912. After working in the Toronto retail book field for a few months, he moved west to Edmonton where he was employed as manager of the Book Department of the Douglas Printing Company for four years.

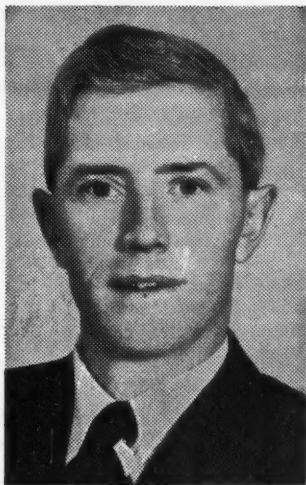
On March 1, 1916, Mr. Noble entered the Alberta provincial government's service as manager of the School Book Branch. At that time, it was called the School Libraries Branch and supplied books for school libraries. Since 1916, Mr. Noble has



WILLIAM H. NOBLE

been responsible for the development of the Branch to its present position of being the largest schoolbook distributing centre west of Toronto.

On March 7, a presentation ceremony was held in Mr. Noble's honor, at which his associates in the Department of Education, and friends in the provincial government and Toronto Publishing Companies were present. Mr. and Mrs. Noble intend to continue living in Edmonton.



JOSEPH V. JACOBSON

Joseph V. Jacobson is now located at Fort Smith as superintendent of education for Northwest Territories.

One week he made a 5,000 mile trip to the Eastern Arctic (around Hudson Bay), and the following week went to Aklavik, Tuktoyaktuk, Arctic Red River, and other places down the Mackenzie.

Mr. Jacobson was formerly director of guidance and assistant superintendent of the Vermilion School Division.

News from Our Locals

Barrhead Local

Reports of the Edmonton District Council meeting and of the Emergent General Meeting were given by **W. Eddy** and **L. Jenken**, respectively, at the February meeting. Mr. Eddy's report started a discussion of proposed plans for Education Week. Mr. Jenken's report resulted in an opinion that the Emergent General Meeting on January 26 was too indefinite and that salary negotiating committees should have been called in so that satisfactory decisions could be made before committees met with their divisional boards.

Plans were made for the teachers' bonspiel on February 23.

Battle River Sublocal

Officers for the Battle River Sublocal are **H. Christie**, president; **P. J. Baranyk**, vice-president; **Fern Alm**, secretary-treasurer; **P. A. Rowe** and **L. Moore**, councillors.

Salaries was the topic at the second meeting and at the third, films based on good teaching methods and characteristics of good teachers were shown.

Festival plans were discussed.

Buck Lake Sublocal

Number combinations, pupil participation, use of maps in the school, and seatwork in primary grades were topics of discussion led by **Polly Misiewicz**, **LeOpal Powers**, **David Thomas**, and **Noreen Nishyama**, at the February Meeting.

Bill Moysa and **Ed Raitz**, who are on the salary negotiating committee, reported on the emergent meeting. Mr. Moysa also reported on the Blue Cross, liability insurance, and pensions.

Camrose Rural Sublocal

Sublocal officers are president, **Elsie Daintith**, vice-president, **Carl**

Nelson; secretary-treasurer, **Bertha Clennin**; representative to negotiating committee, **Edith McNary**.

Arising from a discussion, led by Mrs. McNary, on salary schedules, was the decision to try to get a \$200 increase in salary, retroactive to January 1, 1952.

Clover Bar Sublocal

Divisional trustee **J. Horne** gave an address to the Clover Bar Sublocal on March 1. In outlining the 1952 building program, Mr. Horne welcomed suggestions from the teachers regarding features, good and bad, which have been evident in other schools. Mr. Horne assured the teachers that any suggestions would receive special consideration by the Board.

Superintendent **J. Jonason** reported that additional reference and free reading material was being added to the Central Library, particularly for the elementary and junior high school grades, where the need was most apparent.

Difficulty some teachers have encountered in obtaining satisfactory janitor service was discussed.

Czar-Hardisty Sublocal

Allan Strandberg gave a report at the February meeting on the emergent general meeting held in Edmonton. The sublocal was unanimous in its approval of the proposed salary schedule recommended by the ATA Executive Council.

Financial assistance to Nova Scotia teachers was approved.

Drayton Valley Sublocal

G. F. Hollinshead, superintendent of Stony Plain School Division was present at the March meeting to address the teachers and to present an award of merit to **Mary Reaume** for her work with the Junior Red Cross.

Mr. Adamson of the Audio-Visual Aids Branch demonstrated a projector for classroom use.

Cold Lake Sublocal

Present at the March meeting of the sublocal were E. Hollick, president; William Hansen, vice-president; Rowena Roux, secretary-treasurer; F. Milaney, Phyllis McKee, Elsie Claybert, J. Stonehocker, G. Standal, Ada Allard, and G. Brocke.

Evansburg-Wildwood Sublocal

The ATA salary schedule and its endorsement was the first topic of discussion at the February meeting.

Chairman J. Reid appointed a committee to plan revisions to the school section of the Wildwood Annual Fair.

Following the business meeting, Mr. Usher of the Department of Agriculture gave an interesting talk and showed films on the organization and activities of junior farm clubs.

Forty-Mile Sublocal

At a recent meeting, the emergent general meeting on salaries and pensions was discussed. A social evening followed, honoring A. T. Litt, principal of Burdett School, who is retiring this year.

Hythe-Valhalla-LaGlacé Sublocal

Harry Sherk, president, led the group in a discussion of the *California Achievement Tests*, which had been administered. It was felt that, although the tests did not present the teachers with any new knowledge in regard to weaknesses of individual students that was not known before, it did reveal that remedial treatment was necessary.

One section of the test which was criticized was that of the punctuation. It was felt that insufficient time was allowed for it.

V. MacNamee, councillor for the Grande Prairie Local, reported on the Grande Prairie meeting. V. Lopushinsky, reported on the Stettler sal-

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The Edmonton Separate School Board will make, during the next few months, several appointments to its teaching staff, duties to begin September 2, 1952. Interested teachers are invited to write to the undersigned for blank Application Forms and Salary Schedules.

A. A. O'BRIEN,
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Edmonton Separate Schools
10040 - 103 Street,
Edmonton, Alberta.

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There will be vacancies for High School, Intermediate and Elementary teachers on the Medicine Hat Teaching Staff, with duties to commence 1st September, 1952.

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ary dispute. The sublocal went on record as being in sympathy with and giving its support to the teachers of the Stettler Division.

April 25 at LaGlace was the tentative date set for the next meeting.

Highway 13 Sublocal

Lars Olson, vice-president of the Alberta Teachers' Association, was guest speaker at a banquet meeting held by the sublocal at Lougheed. David Walmsley, councillor of the local, reported on the emergent general meeting. Plans were made for a track meet and musical festival.

High Prairie Local

High Prairie Local executive met on February 2 to hear the reports on the Emergent General Meeting, which had been attended by John Smith and L. L. Oulette.

The liaison committee chairman, H. Lysne, reported on the success the committee had in completing last year's salary negotiations. Salary raises for the 1952-53 school year will be presented to the board at its next meeting.

High Prairie Local is joining with other northern locals to present a series of educational broadcasts over Station CFGP.

Lindale-Breton Sublocal

Officers for Lindale-Breton Sublocal are N. Ogradnick, president; Don Tarney, vice-president, and Olga Melnychuk, secretary-treasurer and councillor.

The sublocal has decided to join the Blue Cross.

Mount Rundle Local

Mount Rundle Local, at a meeting in Canmore, heard from Councillors R. C. Ohlsen and H. G. Ambury, who attended the emergent general meeting. Both salary negotiations and the pension fund were dealt with by the speakers.

The local voted in favor of con-

The ATA Magazine

tributing to a central strike fund to be used when necessary.

Education Week at Myrnam

It was back to school again for some 150 parents of the Myrnam area as they came back to school, not walking to the little red school house on the hill, but coming in in shiny new cars, in light delivery farm trucks, and some still by horse-drawn sleighs. They came back, not to the little red school house they once knew, but to a ten-room modern school which is nearing completion. They came back, not to learn reading, writing and arithmetic, but to see their children in action, working together with the teachers to accomplish a common goal, to learn to live. They came back to see and discuss the problems of Education which have emerged from a changing society.

It was with satisfaction that they looked on at a grade one class in session. It was a class of one grade in one room, not one grade of eight in a crowded classroom that they had known in the little one-room school. They saw other classrooms with no more than two grades in each. They learned that about two-thirds of the pupils came in by school vans, some from long distances. They discussed problems of vanning, of the extension of new and modern facilities, of the difficulties of keeping up with the building program. The parents examined the new four-room wing which is nearing completion, with bright classrooms, a spacious assembly hall, and lockers for the students. They are looking forward to seeing all their children taught in such classrooms. They noticed the disadvantages that arose from having pupils taught in basement rooms.

After visiting the classrooms, the parents gathered for tea in the Home Economics quarters. Tea was served by the Home and School Association, with Mary Lynkowsky and Mary Misanchuk as hostesses.

April, 1952

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In the evening the parents gathered again at the school to discuss more carefully the problems which had been brought to their attention. They saw two excellent films which are used in classrooms. *Discussion in Democracy* and *You and Your Parents*. Constable A. Wallace, RCMP, discussed traffic problems as they apply to school vaning, explaining sections of the Traffic Act. He emphasized that it was the parents' duty to see that school buses are operated with the maximum safety and efficiency. F. Hannoncho, superintendent of schools, spoke on effects of modern times on Education of Youth. He remarked that our schools are achieving the objectives of education by changing the curricula as times change. M. Synuiga, president of the Home and School Association presided.

Namao Sublocal

Officers are Jean Chubb, president; Rebecca Heacock, vice-president; Dorothy Tanasiuk, secretary-treasurer; Ralph MacLean and Nick Kraychy, councillors; Anne Kraychy, press correspondent. Mr. Kraychy is chairman of the salary negotiating committee.

High school curriculum, activity program, and salary schedules were topics of discussion at Namao Sublocal meetings.

St. Michael Sublocal

The proposed salary schedule, which involves a change from the positional to single type of schedule, was discussed. Other school problems were also discussed at the February meeting.

Strathmore Sublocal

John Slemko, councillor, gave a report from the salary negotiating committee to the sublocal. Recommendations were drawn up by the sublocal to be presented to the committee.

It was decided to hold a general meeting re the school fair, to see

if the public was in favor of continuing school fair work.

Swalwell-Acme Sublocal

Reports on the Calgary meeting and on salary negotiations were given by M. Kuefler and Roland Ward, respectively, at the February meeting.

The teachers inspected the new rooms being added to Acme School.

Vermilion Sublocal

A fee of one dollar from each teacher in the sublocal to aid the fund for Nova Scotia teachers is being collected by Councillor J. Korkotailo. Recommendations were drawn up to be given to the salary negotiating committee.

Vauxhall Sublocal

Teachers of Vauxhall Sublocal voted to support the Nova Scotia teachers financially.

They also voted to increase payments into the Teachers' Retirement Fund.

Vilna

A meeting of representatives of the locals of the Alberta Teachers' Association in the Northeastern District, was held in the New High School, Vilna, N. Poohkay, geographical representative to the Central Executive, presided. Delegates from Bonnyville, St. Paul, Two Hills, Lamont, Smoky Lake, Athabasca and Lac la Biche locals attended.

The question of adopting a district constitution was first considered. After some discussion, the majority favored the preparation and adoption of a constitution. To draft the document, a committee of Mr. Poohkay, A. G. Brimacombe of Athabasca, and J. Bullock, of Vilna, was chosen.

The pertinent question of housing for teachers was re-opened. A questionnaire, forwarded to each teacher in the seven locals, will supply the information as to how the teachers are accommodated.

In discussing the matter of public

relations, it was recommended that emphasis be placed on radio broadcasts, as a medium for disseminating information about education. It was also suggested that sublocals and locals could increase their publicity in the English, French, and Ukrainian press, as well as over the radio. Some delegates expressed a wish to hear the views of Stan Ross on teachers' salaries.

Salary schedules and negotiations with divisional boards were next discussed. It was pointed out that the teachers are underpaid, a view frequently expressed by leaders throughout Alberta, yet very little is done about it. With the rapid rise in the cost of living, the situation has become serious. It is the right and duty of every organization to better the living standard of its members. Just as the FUA is asking for parity, as organized labor is demanding higher wages, so the teachers think that they are entitled to a fairer return for their services.

The primary purpose of the new geographical body is to provide closer liaison between the locals and the Central Executive. Another function will be to consolidate resolutions emanating from these bodies.

The next meeting of the Geographical District is to be called in June.

Westlock-Clyde Sublocal

At the sublocal's February meeting, it was decided that a festival be held within the first two weeks following Easter and that a track meet be held towards the end of May.

A festival committee consisting of Marion Johnson, Alma Parton, W. Dawson, Kenneth Nixon, and John Brill was elected.

R. F. Staples, Gordon Rancier, H. Wiese, G. R. Mealings, and J. G. Noel were elected to the track meet committee.

Persons need not be antagonistic because their interests are.

April, 1952

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From Other Magazines

Is Teaching A Profession?

At the present time, education is fettered by the ignorance, laxity and indifference of, not the teachers, but the people in general. Great reforms in education requiring many millions of pounds to provide equipment, teacher-training and research can only be provided by a government prodded onward by an informed and eager public. A great deal of educational progress has been gained by the teachers themselves, despite the apathy of the parents of the children they teach; but such a one-sided effort cannot be continued indefinitely without some indication that these efforts are being appreciated.

It is useless for the average parent today to imagine that whether a teacher has professional status or not does not affect his children—it does. Until the place of the teacher is recognized in the community, until by his professional ability and standing he rates at least as high in dwelling and regard as the local bank manager, the station master and the policeman, and, until he is given the opportunity to broaden his own conception of things the child he teaches will continue to have the narrow education he gets today—an education as narrow as the teacher's purse which will not allow him to travel, to read extensively or to take part in affairs and an education as insular as the teacher's position in a community where his very dwelling itself forbids any thought of community standing.

—The W. A. Teachers' Journal.

English is the Most Practical School Subject

A recent opinion poll conducted among 1000 senior (from 44 states and averaging 22 years of age) attending Northwestern University, with one accord rated English the

most valuable of all high school subjects for college preparation. The social studies were given a definitely secondary place, and a foreign language came last of all. These students, of course, favoured those subjects which had a direct bearing on their university programs. Nevertheless, their judgment points up the very practical value of English as a school subject, rating it higher than either mathematics or the sciences. Teachers might do well to take advantage of this fact to promote a better attitude on the part of secondary school pupils generally; for an attitude of scorn and even hatred towards both English composition and English literature is altogether too prevalent right across the country. Skill in the use of the English language, both in speaking and writing, and a knowledge of the best in English literature can provide the most useful basic training any student gets out of his schooling in preparation for work or study or just plain living. The study of English alone can, indeed, be an education in itself, and what is more important it is an education for democracy. Are we making the most of this fact in our schools today?—School Progress.

I Know A School

I know a school where teachers love to work. They are happy in their jobs. They think their school board and community are the best in the state. They like the children, the parents, the business people, and the town. They aren't looking for better positions—they have them now. Most important, these happy teachers are doing a top-notch job in the classrooms. This community attracts the best teachers and brings out the best in them. The children profit most.

I know another school. Teachers take positions there with uncertainty

and a bit of dread. It is known as a graveyard of the profession. Placement bureaus "warn" their students about conditions which exist. The better teachers hesitate to go there and the good ones in the school move as soon as possible. This other school has good buildings, the salaries aren't too low, the town is of fair size, but the educational climate is depressing. Few teachers, even the good ones last over two or three years. Every so often, there is a "house cleaning" and teachers are fired. Teacher unrest and uncertainty are reflected in the classrooms. It is hard on children.

Which school is yours? Perhaps neither one exactly—but your community is moving toward one or the other. It can become one where teachers love to work, or it can become one of the other kind.

—The Kansas Teacher.

What Do We Want to Be?

In the end, the public will take teachers at their own estimate.

If we concern ourselves only with the narrowest definition of the class-

room walls, the public will conclude that teachers belong in the classroom.

If we are satisfied with meagre preparation and limited abilities, the public will conclude that this is the kind of teachers that the nation needs.

If we ask for small compensation for our work, the public will conclude that our work is not worth very much.

If we present the spectacle of a divided profession, the public will conclude that we have no strong common loyalties or common purposes.

If we fail to ask for big sacrifices in a great cause, the public will conclude that our cause is petty and our courage small.

But if we broaden our horizons, insist on fair treatment, improve our skills as teachers, become united in purpose and united in action, the profession will win the cooperation and the respect it deserves.

The mirror is no more faithful to that which stands before it than is the public's estimate of the teacher to the teacher's estimate of himself.

—The Maine Teacher.



"Just wait until I write my memoirs!"

Canadian Education

The CEA's proposal to the W. K. Kellogg Foundation regarding the five-year project in school administration and supervision appears in full in both French and English in the current issue of *Canadian Education*. The project is further explained in a foreword by the CEA President.

The same issue contains a summary of Dr. J. C. Jonason's thesis on "Larger Units of School Administration in Alberta," a "History of Education in Newfoundland" by Dr. Fred W. Rowe, and "Changing Conceptions of Discipline and Pupil-Teacher Relations in Canadian Schools" by Dr. F. H. Johnson.

—CEA Newsletter.

What They Really Mean

Business men speak a language which isn't always intelligible to the uninitiated. For the benefit of any newcomers to the office we pass on this handy pocket-sized glossary compiled in a recent issue of *Steel*:

A program . . . Any assignment that can't be completed by one telephone call.

To expedite . . . To confound confusion with commotion.

Channels . . . The trail left by interoffice memos.

Co-ordinator . . . The guy who has a desk between two expeditors.

Consultant (or expert) . . . Any ordinary guy more than 50 miles from home.

To activate . . . To make carbons and add more names to the memo.

Under consideration . . . Never heard of it.

Under active consideration . . . We're looking in the files for it.

A conference . . . A place where conversation is substituted for the dreariness of work and the loneliness of thought.

Reorientation . . . Getting used to working again.

Reliable source . . . The guy you just met.

Informed source . . . The guy who told the guy you just met.

Unimpeachable source . . . The guy who started the rumour originally.

A clarification . . . To fill in the background with so many details that the foreground goes underground.

We are making a survey . . . We need more time to think of an answer.

Note and initial . . . Let's spread the responsibility for this.

See me, or let's discuss . . . Come down to my office. I'm lonesome.

Give us the benefit of your present thinking . . . We'll listen to what you have to say as long as it doesn't interfere with what we've already decided to do.

—Industry.



"I don't know if I should ask Mom for elevator shoes or just wait for a year's growth!"

Magazines for Teachers

The School Review is published by the University of Chicago and is published from January to December, with the exception of the three summer months. The subscription price is \$4.70 for orders in Canada.

The magazine is planned primarily for high school teachers. The contents for February 1952 are

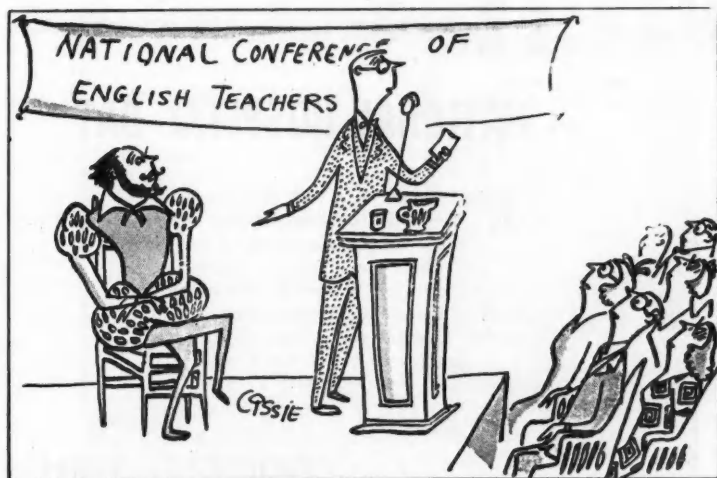
1. *Varying Views of Secondary Education*, by Maurice L. Hartung.
2. *Toward Better Relationships between Junior Colleges and High Schools*, by B. Lamar Johnson.
3. *An Objective Evaluation of a Core Program*, Bertis E. Capehart, Allen Hodges, and Norman Berdan.
4. *Effective Preparation for College English*, by Rosemary A. Smith.

5. *The Reading Difficulty of Textbooks for General Science*, by George G. Mallinson, Harold E. Sturm, and Lois Marion Mallinson.

6. *Selected References on Secondary School Instruction*.

7. Reviews and Book Notes on the following: *Interracial Housing: A Psychological Evaluation of a Social Experiment*, *An Experience in Health Education*, *An Experiment in the Prevention of Delinquency*, *Physical Education: Organization and Administration*, *Leadership in Recreation*.

8. Current Publications Received include books on *Method*, *History*, *Theory*, and *Practice*, books for *High School Teachers and Pupils*, and *Publications in Pamphlet Form*.



"The Committee on Arrangements has gone to great trouble to bring you the next speaker on this afternoon's program . . ."

Letters

Canadian Vocational Courses

February 5, 1952.

To the Editor:

A booklet was prepared upon the request and under the guidance of the Interprovincial Committee on Canadian Vocational Correspondence Courses. Through a cooperative agreement, the booklet lists the vocational correspondence courses which have been prepared by provincial governments in Canada and which are now available to residents of Canada.

Information may be obtained from Canadian Vocational Training, Department of Labour, Ottawa.

C. R. FORD,
Supervisor of Technical Training,
Canadian Vocational Training.

Mathematics 40

March 7, 1952.

To the Editor:

For the information of teachers who might be interested in registering for *Mathematics 40* in the 1952 Summer Session, I should like to report that the Department of Mathematics has decided that there shall be *no laboratory requirement in connection with this course*. Mathematics 1(A) and Mathematics 45 will have laboratory requirements as indicated in the Summer Session Announcement.

JOHN W. GILLES,
Director, Summer Session.

MAY 12

is NATIONAL HOSPITAL DAY

HOSPITALS, in a very real sense, share a community responsibility with schools. They are maintained for the community and must explain themselves to the community. We would like every teacher's assistance on Monday, May 12th —National Hospital Day. Your district hospital is planning to get in touch with you to establish mutually helpful co-operation.

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